

Daventry Hill School

CEIAG Policy 25-26



Compiled by: AHT Post 16 & Careers	Date: Oct 25
Committee: LGB	Date agreed by Governors: Nov 25
Review Cycle: Annually	Review Date: Oct 26

DAVENTRY HILL SCHOOL

INSPIRE ♦ EMPOWER ♦ ACHIEVE

AT DHS WE VALUE



We celebrate what everyone can do.

We look forward to the possibilities that lay ahead.

OUR MISSION

To create **happy**, **successful** people.



We nurture curiosity, to know more and understand more.

We encourage exploration of the world around us.

OUR VISION

To **inspire** and **empower** our young people to **achieve** success.



We support everyone to have courage to keep moving forward and learn from their experiences.

We nurture a strong sense of self.



We nurture everyone's sense of belonging.

We support everyone to communicate and work with others.



We nurture the understanding of others.

We treat all with kindness.



Part of

Contents

Wellbeing in our Trust	4
Purpose & Rationale.....	5
Statutory & Policy Context	5
Student Entitlement.....	5
Leadership, Roles & Responsibilities	6
Programme Design & Delivery.....	6
Updated Gatsby Benchmarks (2025)	6
Inclusion & SEND Considerations	7
Quality Assurance, Monitoring & Evaluation.....	7
Resources & Funding.....	7
Communication & Publication.....	7
Review & Next Steps.....	7
Overview	7
Curriculum.....	8
Curriculum and Experience of the World of Work:	8
Commitment	10
Careers Provision.....	11
Careers programme	15
Business and supporting agency Links.....	18
Engaging Parents / Carers.....	18
Staff Development.....	19
Impact	19
Assessment	19
British Values.....	23
Personal Development	25
Inclusion and Accessibility.....	26
Monitoring, review and evaluation.....	29
Abbreviation Guide	29
Useful links and resources	30

Wellbeing in our Trust

At Creating Tomorrow Trust, we believe that when our people thrive, our learners and communities thrive too.

Physical, emotional and mental wellbeing are essential to a thriving, collaborative and values-driven organisation, and we are committed to creating an environment where every colleague feels supported, respected and able to flourish.

We recognise that wellbeing needs can change over time, and anyone may experience challenges. We work together with openness, compassion and trust, ensuring that help is accessible when it is needed.

Health and wellbeing are everyone's responsibility, and we encourage a positive culture where concerns can be raised without judgement. The Trustees take their duty of care seriously and are committed to ensuring that support for all employees is available through:

- Effective and supportive line management
- A fair and manageable workload
- A professional, safe and inclusive working environment
- Access to wellbeing and employee support services through our Employee Assistance Programme:
 - *08000 856 148*
 - *educationsupport.org.uk*

Purpose & Rationale

We believe that every student, regardless of background, has the right to high-quality careers education, information, advice and guidance (CEIAG) that supports informed choices, aspiration, and skills for future success.

CEIAG is integral to preparing students for adulthood, employment, further education, apprenticeships, and lifelong learning.

This policy ensures our CEIAG provision aligns with current Government statutory guidance and the updated Gatsby Benchmarks as set out in “Careers Guidance and Access for Education and Training Providers” (May 2025).

Statutory & Policy Context

This policy complies with key legislation including:

- Careers Guidance and Access for Education & Training Providers (May 2025)
- Updated Gatsby Benchmarks (2025)
- Provider Access Legislation (Baker Clause)
- SEND and Inclusion duties
- Ofsted expectations for CEIAG delivery

Student Entitlement

Each student is entitled to:

- A structured CEIAG programme from Year 7 to Year 13
- Impartial, independent guidance from qualified staff
- Multiple encounters with employers, FE, and apprenticeship providers
- Two weeks of meaningful work experience over KS3–KS4
- Tailored, inclusive careers support for SEND learners
- Ongoing reflection and feedback opportunities

Leadership, Roles & Responsibilities

- Leadership & Governors: strategic oversight, resources, and review
- Careers Leader: programme design, monitoring, compliance with benchmarks and provider access
- Teachers: embedding careers links into curriculum
- Employers & Providers: delivering encounters and mentoring
- Students & Parents: engagement and participation

Programme Design & Delivery

The CEIAG programme is progressive and inclusive, including:

- At least six provider encounters per student
- Employer and workplace experiences
- Curriculum-embedded careers learning
- 1-to-1 guidance and reflection opportunities
- Continuous monitoring and evaluation

Updated Gatsby Benchmarks (2025)

From September 2025, Daventry Hill will adopt the revised Gatsby Benchmarks including:

1. Stable careers programme
2. Learning from labour market information
3. Addressing individual needs
4. Linking curriculum to careers
5. Employer encounters
6. Work experience
7. Provider encounters
8. Personal guidance

Inclusion & SEND Considerations

CEIAG provision is accessible and adapted for SEND and EHCP learners, ensuring equity of access and avoiding stereotyping. Targeted interventions, differentiated resources, and mentoring are provided.

Quality Assurance, Monitoring & Evaluation

- Annual Compass self-assessment
- Stakeholder feedback collection
- Governor oversight and impact reporting
- External quality award participation

Resources & Funding

Allocated time, staffing, and budget for CEIAG coordination, CPD, employer engagement, and resources. External partnerships support delivery.

Communication & Publication

The CEIAG policy and programme are published on the school website. Updates shared through newsletters, Dojo, and school social media.

Review & Next Steps

Annual review to align with new guidance and stakeholder feedback. Key actions:

- Map current provision to updated benchmarks
- Strengthen employer partnerships
- Implement two weeks' work experience per phase
- Enhance SEND transition pathways

Overview

Employability (including Careers education) At Daventry Hill School we recognise that we play a short but fundamental part in the lives of every student that attends.

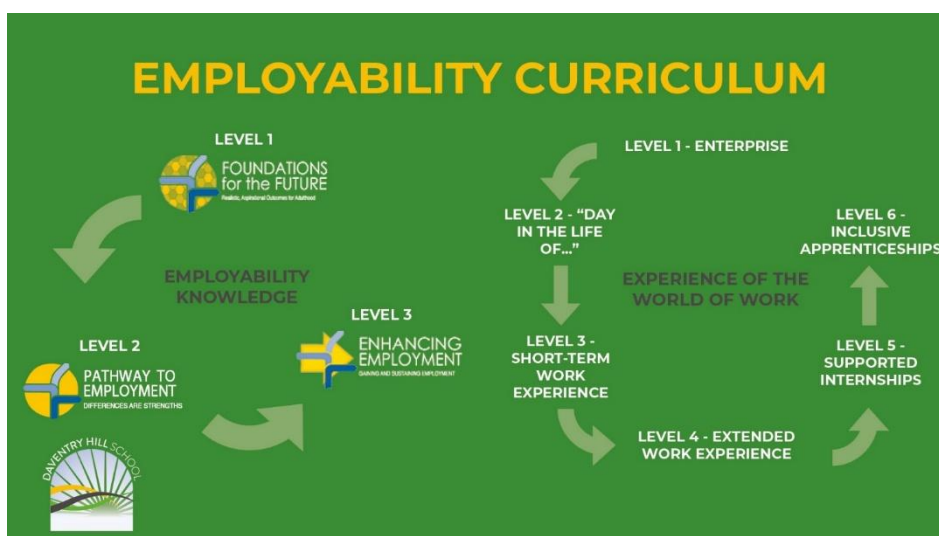
The world after school can be unbelievable difficult for our young people; no area more so than the ability to gain meaningful employment that will enrich their lives and sustain health, wellbeing and self-esteem. Current statistics show that less than 5% of adults with learning difficulties are in paid employment whereas 70% would like to secure a job. This indicates two factors: - Schools do not adequately prepare students with learning and cognition difficulties to gain and sustain employment - Employers do not fully understand the benefits of employing adults with learning needs are not prepared/disability confident enough to do so.

Curriculum

Our Employability offer starts from the Early Years Foundations Stage and is a continuous thread of a student’s journey throughout the school. This is supported by a focus on the development of transferable skills (see Skill Development section in curriculum statement for further details) which are not only essential to function effectively as an adult but are fundamental to being successful in employment.

We recognise that it is not good enough to only deliver a curriculum for Employability as this has very little impact for our students. Students learn best when learning is supported by a breadth of experience, so we ensure that our students have the ability to apply their learning for extended periods throughout their journey. Therefore, our Employability model comprises of two elements:

Curriculum and Experience of the World of Work:



----- Inspire ♦ Empower ♦ Achieve -----

We recognise that our students will benefit from a range of different practical application opportunities based on their employability development stage, age and identified outcomes.

This is why we offer six different levels of experience and students will access the one that is most appropriate for them

- Level 1 is Enterprise -Every student in the school will experience enterprise which introduce them to the basic concept of manufacturing or service providing them with the opportunity to understand the principles of cost, profit and reinvestment. Every class in our secondary school operates an enterprise business and benefits from weekly dedicated time awarded to the operation of their chosen business.
- Level 2 is 'a Day in the Life of'. This stage provides the opportunity for students that are not ready to access work experience the ability to observe and 'feel' what is like to work in a chosen sector. The benefit of these experiences enables the student to prepare themselves for level 3.
- Level 3 is Short Term Work Experience. This level enables the student to access a 'traditional' block of work experience, putting learning into practice. At Daventry Hill School we recognise the value of this experience however also understand that in isolation this offers very little value to the student without the wider approach we adopt.
- Level 4 is Extended Work Experience. Students accessing our Foundations for the Future curriculum (Post 16) will benefit from accessing extended work experience dependent on their personalised, identified outcome for employment. This may take the form of practical work experience for up to 3 days a week, therefore providing extended opportunities to develop skills for the workplace to gain and sustain meaningful employment in adult life.
- Level 5 is Supported Internships. Daventry Hill School supported internships offer the intern the opportunity to continue with their education in year 13 (or year 14 with the agreement of the local authority) while attending a yearlong work placement. During the internship the intern will no longer attend school, they will work in an identified business supported by a Job Coach employed by the school. The education programme will be delivered on site to the intern by the job coach. These are appropriate for those that will be ready to gain meaningful employment following the programme. They are not a route into further education.

- Level 6 is Inclusive Apprenticeships. An inclusive apprenticeship is very similar to a standard apprenticeship however since the Maynard Review the Institute for Apprenticeships (IfA) guidance now requires for end point assessments to be subject to reasonable adjustments. The Department for Education announced changes to Maths and English requirements for apprentices who have special educational needs, learning difficulties or disabilities. Specific criteria have to be met and evidenced, and these are detailed in the Specification of Apprenticeship Standards for England. For these apprentices' exemptions are in place for the regular English and Maths minimum requirements. This exemption allows the apprentice to use an Entry Level 3 qualification in English or Maths as an acceptable alternative.

Due to the wide range of special educational needs we meet at Daventry Hill School students follow a curriculum pathway. Once a student moves into year 1 they are placed on one of 3 pathways: yellow, green or black. Our Post 16 students are placed on one of 4 pathways depending on their outcomes for adulthood. The careers programme is tailored to meet the needs of our students. Here are some examples of how this done:

Commitment

Daventry Hill School is committed to providing a structured curriculum, and meeting the national and local expectations in relations to employability and careers education by:

- Continuing to have a positive and meaningful relationship with the South Midlands Careers Hub Careers and Enterprise Company (CEC) and local employers
- Students access impartial careers guidance from a level 6 trained careers guidance practitioner as required by the 2011 Education Act.
- We work in line with the Ofsted framework, and we are working towards achieving the eight Gatsby Benchmarks:

- ☀ 1. A Stable Careers Programme
- ☀ 2. Learning from Careers and Labour market information
- ☀ 3. Addressing the needs of each pupil
- ☀ 4. Linking curriculum learning to careers
- ☀ 5. Encounters with Employers and Employees
- ☀ 6. Experiences of workplaces
- ☀ 7. Encounters with further and higher education
- ☀ 8. Personal guidance.



This policy statement sets out Daventry Hill School arrangements to comply with the school's legal obligations under Section 42B of the Education Act 1997 "Opportunity for a range of education and training providers to access registered pupils during the relevant phase of their education for the purpose of informing them about approved technical education qualifications or apprenticeships".

Careers Provision

As educators, we respond to the needs of our learners and we recognise that our students have a wide range of abilities and needs, ambitions and plans for their lives after Daventry Hill School. We aim to prepare young people for what is the most appropriate and realistic for them. We follow a person-centred approach, working with the young person directly, families and any outside agencies. This allows students to have a voice and a level of control when making important decisions that will influence their future education, lifestyle choices, and career options. This is supported by impartial information and advice provided by a level 6 trained careers guidance practitioner.

We believe that all our students have an entitlement to the skills development and work-related learning curriculum. This develops progressively throughout their time within school and starts at the beginning of their journey at Daventry Hill School. It encourages students to identify, develop and use their abilities. The careers programme has been carefully designed and is regularly updated to support the needs of our students. The programme is appropriate for all and not only focuses on the development of core competency skills

but independent and social skills also. We support the National careers strategy to actively prepare our young people in the best way possible. As a school, we are working towards achieving all eight of the Gatsby benchmarks and work closely with supporting agencies such as South Midlands Careers Hub, CDI and the Careers & Enterprise programme to do so. Using the CDI framework and Gatsby benchmark as guidance, we have developed the programme to cover the main areas of:



In our primary school we start to ‘plant the seed’ of employability. Every week students take part in Preparation for Adulthood lessons, which consists of activities, discussions and circle time activities. In addition, students are exposed to role play, some have classroom responsibilities and there are links across the curriculum to career choices. Others take part in show and tell to celebrate skills and achievements, and enterprise projects run for those that it is deemed appropriate. In September 2021 Daventry Hill School launched a bespoke programme called ‘Career Detectives’ this allows primary and complex need classes to explore elements of careers education through role play and practical activities. Career Detectives is sector specific and has been designed with our young people in mind to give them a breath of knowledge, whilst motivating and inspiring towards future aspirations.

In ‘My place in the world’ (KS3), students follow a PfA curriculum, which introduces students into developing core competency, employability and life skills to help prepare them for employment. How this looks can vary from, work-related enterprise projects, classroom or virtual learning, off-site visits and school projects.

For those in ‘Skills for Life’ (KS4), students will have access to accredited qualifications in employability. In addition, they will have the opportunity to take part in the following, where employability is woven throughout:

----- Inspire ♦ Empower ♦ Achieve -----

These are:

- Duke of Edinburgh Award
- Kings Trust Achieve Programme
- Variation of skills-based accreditation
- Bespoke DWP sessions

In Foundations for the Future (Post 16), students continue to enhance their employability skills and are giving the opportunity to put these into 'real-world' situations. Those identified on the employment pathway undertaken intensive employer engagement opportunities.

This includes extended work experience, mentoring programmes and vocational training linked to their desires and needs. This then leads our young people into supported internships, inclusive employment and paid employment possibilities.

Throughout the year, all students can take part in many career activities, in addition to the Preparation for Adulthood employability curriculum learning:

- Enterprise Days and Fayres – Throughout the school year, we run enterprise fetes where we encourage local businesses to come in and support Daventry Hill School. Our students can run their own stall and market work related product items.
- Attendance at local careers fayres and taster days at local colleges. This is available digitally for those unable to attend in person.
- Meet The Expert – We welcome visitors into the school for motivational talks, workshops and Q &A sessions throughout the year. The students at Daventry Hill School, look forward to meeting people from different industries of work.
- Student intern positions – throughout the school, we have a range of roles available for students to take on additional responsibilities. Candidates gain a feel for the recruitment process, training and what it is like to be an intern.
- Each year we celebrate National Careers, Apprenticeship Week and Neurodiversity week. Along with other awareness days that vary year to year.

Activities (If meaningful)	Primary	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Enterprise (business/social action project)								
Career guidance – group and/or 1:1								

input/ Vocational profiling								
Apprenticeship Awareness including inclusive apprenticeships/ supported internships and traineeships								
University/technical college event (if applicable, based on our learner's qualification predictions.								
Community Independence								
Further education provider visits and workshops								
External work experience								
Internal work experience								
Virtual work experience								
Virtual Employer engagement								
Industry workplace visits								
Travel Training								
Volunteering								
Neurodiversity Week								

National Careers Week								
STEM challenge								
Annual review								
Transition Support								
World of Work experiential sessions								

Careers programme

Examples of how we are achieving the Gatsby benchmarks

Daventry Hill School have adopted the Gatsby Benchmarks because they are judged to be an outstanding system for careers guidance and delivery.

Benchmark 1: A stable Careers Programme

- We have appointed a qualified careers leader who is responsible for the management of CEIAG – Louise Worts
- Our Enterprise coordinator from South Midlands Careers Hub is Sarah Latimer
- Allocated key link governor is John Tippett
- Enterprise adviser is Glen Cameron and John Tippett
- The career programme is structured and updated by Louise Worts, and it is published and available on the school's website.
- The career programme is monitored at a strategic level by the Trust community and employer business partner.
- Termly the programme is reviewed through the Careers and Enterprise Compass evaluation tool.
- The programme consists of many events and activities involving employers, and other agencies. Along with an ongoing experience of the world of work.
- Careers/ employability can be found within the curriculum timetable. This can be seen as, discreet lessons, enterprise projects, vocational training, student intern time, community time and employer engagement visits.
- The programme and careers leader is fully supported by the Headteacher and SLT team
- The programme is regularly evaluated with feedback from all stakeholders, including students, employers, staff and families.

Benchmark 2: Learning from Careers and labour market information

- Families can keep up to date with information about local labour market information through our website, class dojo and social media accounts.
- Explored further and personalised during PCP meetings
- Our careers guidance practitioner provides independent, unbiased careers guidance

Benchmark 3: Addressing the needs of each student

- Some of the examples of how this is performed is through vocational profiling, personal guidance PCPs and annual reviews
- The career guidance practitioner securely keeps accurate records of individuals careers advice. Keeping in line with the CDI code of ethics.
- Destinations are collated and recorded for 3 years. Good relationships are maintained with further education providers and Prospects
- The careers programme challenges stereotyping and addressing needs linked with raising aspirations
- Daventry Hill School hosts a transition event annually to support students and families across Northamptonshire to gain a better understanding of next steps. This is in partnership with the local offer, support agencies and other providers across the county

Benchmark 4: Linking curriculum learning to careers

Careers education and enterprise is embedded throughout the curriculum at every stage.

- Daventry Hill School has allocated careers lessons and employability lessons through the PfA curriculum and is timetabled throughout the school across every phase.
- Training needs are identified, and staff receive training to allow effective planning and delivery of the careers programme. Curriculum subject group collaboration is in place which reviews the subject annually
- All staff incorporate into learning where possible and relevant.
- STEM (Science, Technology, Engineering and Maths) Activities are highlighted and incorporated through the science curriculum and employer engagement activities
- Incorporated through community visits and social activities for our yellow pathway

Benchmark 5: Encounters with employers and employees

- Students have access to a variety of different employer engagement activities. This includes workplace visits, work experience, job shadowing, taster days, mentoring programme, Guess the line-up, Q&A sessions. These are done both virtually and face to face.
- The development of gaining employer engagement partnerships is ongoing, and we are making significant progress with this year on year.
- Participation in enterprise fayres, and ongoing programmes
- Where appropriate mentoring is available for students from employers

Benchmark 6: Experience of workplaces

- We have an ongoing internal recruitment process for learners to obtain a student internal work experience position. This is available across many departments throughout the school.
- From year 11 students will attend a work placement where appropriate. Prior to work placements students will attend an initial interview and work premises tour.
- Work experience is available both internally, externally and virtually.
- Regular communication is made with the employers, and information shared with families on progress.
- Where relevant and meaningful, learners will receive at least one experience of a workplace during Key Stage 3, and further interactions in KS4 and 5.
- A meaningful workplace experience will have a clear purpose, which is shared with the employer and the young person, and be underpinned by learning outcomes that are appropriate to the needs of the young person. This will involve extensive two-way interactions between the young person and employees, and include opportunities for young people to meet a range of different people from the workplace.
- Job coaching supports students in KS5 on external work experience

Benchmark 7: Encounters with further and higher education

- The annual transition event allows students and families to have encounters with learning providers including colleges, training centres and other local service providers
- A regularly updated guide is given and made available on our website for families looking at post 16 options.
- Extensive links are in place with other providers to support with transition
- Signposting of local transition events and opportunities available at our providers are provided on our social media channels and class dojo, in addition to being advertised around the school.
- Daventry Hill School hosts a Futures event annually to support Post 16/Post 18 transition

Benchmark 8: Personal guidance

- We have appointed a level 6 trained impartial personal guidance practitioner to deliver 1:1 and group personal guidance sessions.
- The careers guidance practitioner provides independent career guidance to students in year 11 and post 16.
- From year 7 every young person completes a vocational profile. This is reviewed and amended regularly. To support learners with personalised outcomes.

Business and supporting agency Links

Daventry Hill School is a member of the South Midlands Careers Hub. We are working with volunteers from business who support us to build employer networks to create lasting connections between the school and local businesses.

We work closely with Prospects, DWP (Department for Work and Pensions), North and West Northants Employability Forum, Local Offer, Preparation for Adulthood forum and SEND advisory group and South Midlands Careers Hub.

Daventry Hill School works closely with other providers and special schools in the county to support with transition and post 16 education.

Daventry Hill School is continuously developing relationships with a wide range of businesses and post 16 providers from different industries; these relationships are used to ensure CEIAG is relevant and where possible delivered by those in industry. These relationships will be monitored, and new organisations are constantly being sought.

Engaging Parents / Carers

We are keen to involve parents/ carers in the development of the careers provision. The careers leader will supply regular careers updates through school news updates, dojo communication, website updates, and on other social media platforms. A database of parents/carers who would like to support with events, planned activities such as work experience will be gathered and updated by the careers lead.

Keeping our families up to date with labour market information and supporting materials can be found on our website under stakeholder (families)

Transition events take place throughout the academic year, and an appointment can be booked with the Careers lead on request.

----- Inspire ♦ Empower ♦ Achieve -----

Families are invited to PCP (person-centred planning) meetings which take place during student Annual Reviews. This is complete by the class team in line with EHCP annual reviews. This allows us to fully support the whole family with our comprehensive transition support. In year 11 and Year 13 application support is offered to families to assist with adult social care referrals.

Staff Development

Through staff performance reviews and development plans, staff training needs are identified, and training provided accordingly throughout the academic year. To remain up to date with legislation and changes the careers lead is responsible for attending network meetings and relevant training.

Impact

Assessment

What assessment typically looks like through the Preparation for Adulthood Employability curriculum

1. Ongoing / Formative Assessment

- Teachers assess continuously during each lesson via conversation and observation, for example checking students' intentions and understanding.
- Use of "I can..." statements as checkpoints during units to see how students are progressing.
- In Primary, floor books are used for capturing and showing progress overtime. During floor book time students will have an opportunity to revisit their work. Portfolios are used in Secondary for process, experimentation, reflections, student voice and 'personal Journeys'. They provide insight into how students' ideas and skills grow over time.

2. Milestones / Progression Documents

- By following our Employability curriculum, students will have opportunities to develop skills found within the developmental ladders. Floor books and student portfolios capture student success and wow moments.

3. Self- and Peer-Reflection

----- Inspire ♦ Empower ♦ Achieve -----

- Students are encouraged to evaluate their own and others' work: to reflect on what worked, what didn't, experiment, try again.

4. **Holistic / Growth Mindset Focus**

- Assessment is not just about final product quality, but growth over time, risk taking, experimentation, building confidence and creativity.

Students throughout the school on all pathways follow the Preparation for Adulthood Employability curriculum tailored and personalised to their needs.

Assessment



Our aim is to ensure all children are given the knowledge, skills and experiences they need to be happy and successful in their future. Our curriculum provision (curricular and EHCP) supports personal success and good mental health.

Purpose

- monitor a young person's progress in achieving the curriculum aims,
- celebrate their successes,
- identify necessary interventions and next steps.

Process

To achieve this:

- A **developmental ladder** is completed to identify the appropriate curriculum pathway.
- **Baseline assessments** are completed within the first 6 weeks of a new year.
 - These could include phonics/reading, writing, Maths White Rose, as appropriate to the pathway
- **Pupil meetings** will take place 3 times per year to review progress against the curriculum pathway
- 12-monthly targets are set for **EHCP** outcomes in line with the annual review date. These are broken into smaller steps and monitored at pupil meetings.

Yellow Pathway

Yellow 1 / Yellow 2

This is a pre-formal curriculum that links to EHCP outcomes. Learning is child centred and heavily integrated into play, allowing the student to explore, experiment and make choices

- 12-month EHCP targets to be set following annual review, 1 target per EHCP outcome
- Evidence collected for EHCP using EFL, each target to be broken into 6 weekly small steps
- 5 observations completed each year, every 6 weeks, which can include notes, videos, post-its and photos.
- Floor books in the classroom will capture key moments of learning in the curriculum. These will also be captured within the observations.

Green Pathway

Green 1 / Green 2

This introduces some subject specific study that is taught using yellow pathway pedagogy e.g. opportunities to play, continuous provision, short targeted teacher input, sensory breaks, concrete objects etc.

- 12-month EHCP targets to be set following annual review, 1 target per EHCP outcome
- Evidence collected for EHCP using EFL, each target to be broken into 6 weekly small steps
- 5 observations completed each year, every 6 weeks, which can include notes, videos, post-its and photos.
- Subject specific evidence collection
- Informal teacher assessment gathered to inform planning of subject specific content

Black Pathway

This is curriculum designed for students who are cognitively operating above 60 months and follows a formal, subject specific learning approach. The majority will work towards accreditations in maths, English and ICT alongside vocational subjects.

- 12-month EHCP targets to be set following annual review, 1 target per EHCP outcome
- Evidence collected for EHCP in student portfolios, this will include student self-assessment
- Standardised assessments to include phonics/fresh start, reading age, comprehension, white Rose maths, Functional Skills (KS4 &5)
- Hot and cold writes used to show progress in Writing.

SMSC

The spiritual, moral, social and cultural (SMSC) curriculum at Daventry Hill School (DHS) has been designed to reflect the unique and complex learning needs of the students. It forms part of the overall Personal Development curriculum, alongside the curriculum for British Values.

The knowledge and skills have been carefully identified and sequenced developmentally to provide each student with a progressive map throughout their educational journey.

The SMSC curriculum is informed by the Curiosity Approach used throughout the school to guide and inform learning and the development of the students as learners. It is also informed by the Total Communication approach used at DHS which means that students will be supported to acquire the planned knowledge and skills in SMSC using their preferred and appropriate communication strategies.

Moral Development

- Many projects ask pupils to reflect on choices in their work and respect the choices of others.
- Promotes discussion of themes such as fairness, honesty, and responsibility through creative processes.
- Develops awareness of the impact of human creativity on society and the environment.

Social Development

- Employability activities often involve collaborative projects, encouraging teamwork, communication, and problem-solving.
- Pupils learn to share resources, give feedback, and support one another, fostering positive relationships.
- Opportunities to display and celebrate work build a sense of pride and belonging within the school community.

Cultural Development

- Employability lessons draw inspiration from a diverse range of skills, cultures, and traditions, helping pupils to value cultural diversity.
- Encourages exploration of heritage, identity, and global employment practices.
- Builds respect for and curiosity about the achievements of different societies, past and present.

Employability supports SMSC by giving pupils opportunities to reflect spiritually, act responsibly, collaborate socially, and explore cultural diversity by acquiring transferrable skills.

To access the full SMSC document please click on the link [SMSC at DHS_final.docx](#)

British Values

The British Values curriculum at Daventry Hill School (DHS) has been designed to reflect the unique and complex learning needs of the students. It forms part of the overall Personal Development curriculum, alongside the curriculum for Spiritual, Moral, Social and Cultural (SMSC) development.

The knowledge and skills have been carefully identified and sequenced developmentally to provide each student with a progressive map throughout their educational journey.

The British Values curriculum is informed by the Curiosity Approach used throughout the school to guide and inform learning and the development of the students as learners. It is also informed by the Total Communication approach used at DHS which means that students will be supported to acquire the planned knowledge and skills in British Values using their preferred and appropriate communication strategies.

In Employability, British Values will be highlighted and celebrated through: -

1. Democracy

- Employment activities encourage student voice and choice in how they approach creative tasks.
- Learners can make decisions about teamwork, skills, and problem solving, reflecting democratic participation and ownership of learning.
- Collaborative projects often involve discussion and negotiation, giving pupils experience of decision-making as a group.

2. Rule of Law

- Employability projects involve following processes, safety guidance, and respecting classroom rules when applying new skills.
- Structured frameworks (systematic instruction or step-by-step verbal explorations) model how rules help creativity flourish.
- Learners see that rules protect fairness and enable everyone to take part safely.

3. Individual Liberty

- Pupils are encouraged to experiment, take creative risks, and express their own ideas without fear of being “wrong.”
- The curriculum promotes freedom of expression, allowing learners to develop self-confidence and independence.
- Real life experience often highlight that there is no single “correct” outcome, which supports individuality.

4. Mutual Respect

- Group work and critique activities help pupils learn to listen to and value each other’s perspectives.
- The Employability curriculum highlights the importance of respectful communication when working with others, fostering a culture of kindness and encouragement.
- Learners gain appreciation for diverse approaches within their classroom community.

5. Tolerance of Different Faiths and Beliefs

- Experiences of the world of work often draws on a wide range of job roles, expectations, cultural influences, and contexts, enabling pupils to explore worldviews beyond their own.
- Through studying different job roles and the world of work practices, learners develop respect and understanding of expectations and protocols .

The Employability curriculum supports British values by creating an inclusive, respectful, and open-ended creative environment where pupils learn to express themselves, collaborate, and appreciate diversity.

To access the full British Values document please click on the link [British Values at DHS-final.docx](#)

Personal Development

At Daventry Hill School, we consider the development of character to be a key part of personal development.

We define character to be:

- Being able to identify personal strengths and areas of development and be able to use this to set goals.
- The development of resilience, learning from setbacks and persevering.
- Understanding the importance of honesty and acting for the right reasons.
- Understanding their place in the world and the importance of generosity and kindness towards others
- Being able to listen to others
- Developing an understanding of who they are and having self-confidence

These are linked to the 4 adult EHCP outcomes of employability, independent living, good health and community.

The DfE guidelines state that:

- Schools have a statutory duty, as part of a broad and balanced curriculum, to promote the spiritual, moral, social, and cultural (SMSC) development of pupils and prepare them for the opportunities, responsibilities and experiences of later life. Character education contributes to this duty to promote SMSC.
- The Relationships, Sex and Health Education Statutory Guidance (which applies to all state funded schools) makes clear that this is most effective when schools also actively promote good behaviour and positive character traits, including for example courtesy, respect, truthfulness, courage and generosity.
- Schools have an important role in the fostering of good mental wellbeing among young people so that they can fulfil their potential at school and are well prepared for adult life. Schools with clear expectations on behaviour and with well-planned provision for character and personal development can help promote good mental wellbeing.

This clearly links with our Preparation for Adulthood curriculum as well as our SMSC and British Values Curriculum, as detailed above.

In addition to the areas listed in SMSC and British Values above, Personal Development will be highlighted and developed through:

1. Our Employability offer

This includes opportunities to look at how different skills are used in the workplace and careers link in the local and wider community. Our enterprise projects often have a creative

element, and students are given choices and a voice around what they choose to make. Our world of work offer explores different work settings and these include careers that have a creative focus.

2. Community visits and outdoor learning

Outdoor learning both on and off site gives our students the opportunity to explore the natural world and job roles in nature. Visits to buildings of cultural and artistic importance help to develop students understanding of Employment and its significance to incorporate personal like and interests within daily working life and future job roles.

To access the full Personal Development document, please click here: [DHS- Confidential Hub - DHS - Confidential Shared Documents - Personal Development - All Documents](#)

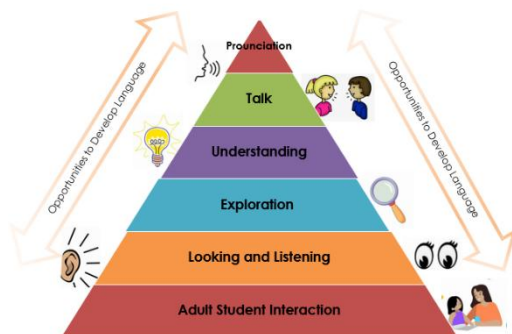
Inclusion and Accessibility

Curiosity and Communication Approach

At Daventry Hill School, the development of a curiosity to be one of our core values. This is captured in our Curiosity and Communication Approach. There are many opportunities to explore curiosity and communication throughout the teaching and learning of art.


We define curiosity opportunities for:	What could this look like in Employment?
Independent thinking	Employability skills encourage individuals to form their own perspectives and express personal visions.
Non-verbal communication	Through real life experience, forms, movement, or symbols, communicate emotions, ideas, and stories. Core boards, visuals, systematic instructions
Language and verbal communication	Job roles could use verbal language to explain their work, engage in critiques, or collaborate Enquiry questions, knowledge organisers to include subject specific vocabulary. Adults will model the use of this




Problem solving	Creating often involves navigating limitations (like materials, space, or time) and finding innovative solutions
Risk taking	Stepping outside comfort zones, trying new techniques, or expressing ideas.
Imagination	In employability, imagination lets us make something special that comes from inside our own thoughts.
Creativity	Making something in your own way. It could be drawing, painting, dancing, singing, or building something. There's no right or wrong — it's about expressing yourself and having fun while trying new ideas.
Critical thinking	Job role and skills analyse, reflect, and revise their work.
Lifelong learning	Refining techniques, exploring new media, and drawing from history and contemporary culture. Exploring areas of personal interest



At Daventry Hill School we use the Language Development Pyramid to support communication and curiosity-based learning.

Some Strategies to use from the Language Development Pyramid in art:

<p>Student interaction</p> 	<ul style="list-style-type: none"> • Play opportunities • Sensory based tasks • Intensive interaction- copy movements, sounds, choices • ShREC
--	--

	<ul style="list-style-type: none"> • Discussion • Sharing preferences 						
<p>Looking and listening</p> 	<ul style="list-style-type: none"> • Commenting and questioning. 4 comments to 1 question. • Attention Autism pedagogy- anticipation, waiting, extending lesson time • Modelling 						
<p>Exploration</p> 	<ul style="list-style-type: none"> • Experimenting • Continuous provision • Risk taking • Trying new things • Researching and experiencing artists 						
<p>Understanding, Talk and Pronunciation</p> 	<ul style="list-style-type: none"> • Employment specific key words • Opportunities to share work • Group work • Blanks Level of Questioning <table border="1" data-bbox="576 965 1417 1816"> <tr> <td data-bbox="576 965 842 1205"> <p>Level 1 (Concrete Features)</p> </td> <td data-bbox="842 965 1417 1205"> <p>What is this? (point to an object)</p> <p>Can you find the ___? (e.g., tree, person, house)</p> <p>What is this?</p> </td> </tr> <tr> <td data-bbox="576 1205 842 1444"> <p>Level 2 (More detail)</p> </td> <td data-bbox="842 1205 1417 1444"> <p>What is happening in this picture?</p> <p>What do you see in the background?</p> </td> </tr> <tr> <td data-bbox="576 1444 842 1816"> <p>Level 3 (features that can't be seen)</p> </td> <td data-bbox="842 1444 1417 1816"> <p>Why do you think the person used a hammer here?</p> <p>How is the person feeling? How can you tell?</p> <p>What do you think happened before this house was made?</p> </td> </tr> </table>	<p>Level 1 (Concrete Features)</p>	<p>What is this? (point to an object)</p> <p>Can you find the ___? (e.g., tree, person, house)</p> <p>What is this?</p>	<p>Level 2 (More detail)</p>	<p>What is happening in this picture?</p> <p>What do you see in the background?</p>	<p>Level 3 (features that can't be seen)</p>	<p>Why do you think the person used a hammer here?</p> <p>How is the person feeling? How can you tell?</p> <p>What do you think happened before this house was made?</p>
<p>Level 1 (Concrete Features)</p>	<p>What is this? (point to an object)</p> <p>Can you find the ___? (e.g., tree, person, house)</p> <p>What is this?</p>						
<p>Level 2 (More detail)</p>	<p>What is happening in this picture?</p> <p>What do you see in the background?</p>						
<p>Level 3 (features that can't be seen)</p>	<p>Why do you think the person used a hammer here?</p> <p>How is the person feeling? How can you tell?</p> <p>What do you think happened before this house was made?</p>						

		Level 4 (reasoning and problem solving)	What would happen if we changed the colour of the cake to green? Why do you think the baker chose this style instead of making it red?	
--	--	--	---	--

To access the full document please click on the link [Curiosity Approach.docx](#)

Monitoring, review and evaluation

The Careers leader and the head teacher identify desirable improvements by reviewing the programme annually.

Impact scores, stake holder surveys and student/staff voice is gathered following each employer interaction.

Policy developed & written by: Louise Worts in consultation with relevant support agencies.

Reviewed and monitored by: Louise Worts (Careers Leader)

Policy Approved by Head teacher: Vicki Bond – October 2025

Policy Reviewed: October 2025 Next review date: July 2026

Abbreviation Guide

PCP – Person Centred Planning

CEIAG – Careers Education information advice guidance

KS – Key stage

STEM - Science, Technology, Engineering and Maths

LMI – Labour Market Information

DWP – Department For Work and Pensions

CEC – Careers Enterprise Company

CDI – Careers Development Institute

SMC - South Midlands Careers Hub

EHCP – Education Health Care Plan

PCP – Person centred plan

Useful links and resources

The careers and enterprise company www.careersandenterprise.co.uk

South Midlands Careers Hub - [Homepage - South Midlands Careers Hub](#)

Department of Education careers strategy

www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents

National careers service – www.nationalcareersservices.direct.gov.uk

Gatsby foundations – www.gatsby.org.uk

Preparing for adulthood – www.preparingforadulthood.org.uk

Employment Curriculum

To access the full document [Employability Curriculum 2024-2025.pdf](#)

Foundations for the Future Curriculum [DHS FfF Post16 Employability Curriculum v6 \(4\).pdf](#)