



Jasmine House School

Careers Education, Information, Advice and Guidance Policy

Policy updated	September 2026
Next scheduled review	September 2027
Policy owner	Jordan Handley/ Joanna Marszalek
Review arrangements	Earlier review if legislation, statutory guidance or school arrangements change

1. Purpose and statutory basis

Jasmine House School provides personalised, inclusive and aspirational careers education, information, advice and guidance (CEIAG) so that pupils understand the opportunities available to them and are increasingly prepared for adulthood, further education, employment, training and community participation.

As a non-association independent school, Jasmine House must meet paragraph 2(2)(e) of the Education (Independent School Standards) Regulations 2014, as amended. Pupils receiving secondary education must have access to accurate, up-to-date careers guidance that is presented impartially, enables informed choices about a broad range of career options and encourages pupils to fulfil their potential.

The Department for Education's Careers guidance and access for education and training providers (updated June 2026) is used as a source of good practice. The statutory provider access legislation that applies to maintained schools and academies does not apply to Jasmine House School. The school nevertheless welcomes appropriate access by education, training and employer providers where this supports pupils' interests, aspirations and intended destinations.

2. Careers entitlement

All pupils receiving secondary education have access to careers learning and guidance that is appropriate to their age, stage of development, communication needs, EHCP outcomes, strengths and aspirations. Careers provision is not restricted by stereotypes relating to sex, disability, race, religion or belief, sexual orientation, gender reassignment or any other protected characteristic.

- accurate and current information about further education, employment, apprenticeships, technical and vocational routes, supported internships and other appropriate destinations;
- opportunities to understand labour market information and the knowledge, skills and qualifications relevant to different pathways;
- meaningful encounters with employers, colleges, training providers and other external partners where appropriate;
- work-related learning and work experience where this is safe, suitable and linked to the pupil's aspirations;
- personal guidance and transition planning, including individual action planning where appropriate; and
- careers learning embedded through PSHE, JHS 101, subject teaching, accreditation pathways, community learning and preparation for adulthood.

3. Personalised and inclusive provision

Careers provision is adapted so that pupils with SEND can understand, participate in and benefit from it. Reasonable adjustments may include visual information, accessible language, supported visits, additional preparation, smaller-group or individual sessions, communication support and staged work-experience opportunities.

Careers planning is informed by the pupil's EHCP, intended outcomes and preparation-for-adulthood priorities. Pupil voice is central. Families, placing authorities, care teams and other professionals are involved where this supports effective transition planning, in line with the school's One Child, One Team approach.

4. Delivery

- Timetabled careers and PSHE learning, including employability, financial capability and decision-making.
- JHS 101 and ASDAN pathways that develop personal living, executive-functioning, community, social, financial and vocational skills.
- Curriculum links that show how subject knowledge and skills connect to adult life and employment.
- College, training-provider and employer encounters, visits and taster activities.
- Work experience and vocational learning for pupils for whom this is appropriate.
- Use of reliable labour-market and careers information, including national and local sources.
- Individual transition planning for pupils approaching their next stage.

5. Provider and employer access

Jasmine House welcomes employers, colleges, training providers and other organisations that can broaden pupils' understanding of future opportunities. Requests should be made to the Careers Lead. Access will be agreed where the activity is appropriate to pupils' needs and aspirations and can be delivered safely.

All visitors and external contributors must follow the school's safeguarding, visitor and health and safety arrangements. The school remains responsible for the suitability and educational quality of the activity.

Careers Lead: Joanna Marszalek | joanna.marszalek@smoothstoneeducation.co.uk | 01773 305029

6. Quality assurance and review

The Careers Lead and Headteacher monitor the quality and impact of CEIAG through pupil voice, destination and transition information, participation in careers activities, work-experience feedback and review of individual pathways. Provision is adjusted where evidence shows that pupils need additional or different opportunities.

The school may use the Gatsby Benchmarks and current DfE careers guidance as good-practice reference points, while recognising that Jasmine House's binding careers requirement is the Independent School Standards.

7. Key references

- Education (Independent School Standards) Regulations 2014, as amended - paragraph 2(2)(e).
- DfE, Independent school standards guidance, April 2026.
- DfE, Careers guidance and access for education and training providers, updated June 2026 (used as good practice where relevant).
- Equality Act 2010.
- SEND Code of Practice: 0 to 25 years.