

# Thornhill Park School

Preparing for Adulthood and Careers Education,  
Information, Advice and Guidance Strategy

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2025-2026

north east  
**autism** society

## VISION AND VALUES FOR PREPARING FOR ADULthood (PFA) AND CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)

### Introduction

Excellent careers guidance makes sure there is equality of opportunity. It unlocks potential and transforms outcomes for people of all ages.

We will strive for a culture of having the right advice, in the right place, at the right time – backed up by the experiences with employers and educators that make a difference.

At Thornhill Park School we want:

- all young people to understand the full range of opportunities available to them, to learn from employers about work and the skills that are valued in the workplace and to have first-hand experience of the workplace;
- All children and young people to get an excellent programme of advice and guidance that is delivered by individuals with the right skills and experience;
- Everyone to get support tailored to their circumstances. All adults should be able to access free face-to-face advice, with more bespoke support for those who most need it;

### Gatsby Benchmark 1- A stable careers programme

Careers education, advice and guidance is embedded within our curriculum and is led by the School Principal. The strategy is known and understood by Learners, parents/carers, staff, governance and employers. Our strategy has one purpose; to support young people with SEND to get the life they want. The aim is that each individual will be provided with the support they need to do that; support to choose, support to learn, support to thrive and support to translate their personal aspirations into positive outcomes. Thornhill Park School promote a focus on outcomes that are transferable to the real world;

All agencies and providers who work with Thornhill Park School will share this common purpose and will be accountable to young people and their families through measures which demonstrate the degree to which this objective is met.

The Preparing for Adulthood strategy will provide the framework to ensure that young people achieve the best possible learning outcomes in order to successfully progress into adult life. They will be supported to do this through high quality, coherent, personalised learning programmes which have been planned and developed according to young people's aspirations and needs.

Thornhill Park School uses the themes in the Preparing for Adulthood outcomes framework to help both shape and evaluate the impact of careers education, information, and advice and guidance strategy.

Our whole-school careers programme involves details of how activities will support and enable Learners to make better decisions about their futures.

To demonstrate our compliance with the SEND Code of Practice our Careers Programme includes information for supporting children and young people between phases of their education and preparation for adulthood.

At Thornhill Park School coherent personalised learning programmes support children and young people to reach their aspirations. Learners have access to a wide range of vocational taster sessions through school/college link programmes, they have access to high quality community work experience placements and participate in a range of social enterprise activities.

Preparing for  
**Adulthood**



#### Gatsby Benchmark 2- Learning from career and labour market information

Our careers programmes enables Learners to make informed choices about their future. In addition to considering personal skills, interests and ability, Learners will also make decisions based on job availability and their own experiences of work and education providers.

There is valuable engagement with a wide range of employers, and their input is used in an efficient and targeted manner. Effective use is made of external agencies, education providers, businesses and the community to provide enrichment opportunities, information and expertise.

Learners are provided with direct experiences of the world of work which deliver outcomes and personal targets set by the young person in line with their skills development.

Young people and their parents are aware of the range of employment and learning opportunities, and can make informed decisions considering both suitability and availability.

Careers information focuses on raising aspirations, building awareness and understanding personal possibilities as well as providing opportunities for developing work-based skills.

Information is provided to learners in a variety of mediums, including face to face support, online resources, and access to external providers and planned careers education delivery. Up to date information is provided to learners in a method that suits their learning style and personal aspirations.

Learners, parents and staff are aware of the support and information available, and planned activities are well promoted - particularly to those who benefit most.

Career and labour market information (LMI) includes information on:

- Career pathways and progression routes
- Applications and interviews
- Education providers, courses, qualifications, entry requirements and costs
- Skills and occupations
- Professional bodies
- Employment sectors, employers, jobs, salaries and employment trends
- Job programmes, supported internships, traineeships and apprenticeships
- Job demands and working life
- Financial planning

### **Gatsby Benchmark 3- Addressing the needs of each pupil**

The concepts of coherence and personalisation are key to our careers programme. All learners are offered a programme that is tailored to their individual needs, taking account of their starting point and aspirations.

A creative approach is taken to achieve the planned destination, this could include an individual travelling independently to a paid job or an individual needing 24/7 care and support.

There is demonstrable impact of the careers guidance programme in helping young people to make informed choices about their next steps. There are centralised records which capture every intervention, and the effectiveness and impact of each. The impact of interventions with vulnerable learners is continuously appraised.

A mixture of formative and summative monitoring is used, and evidence of impact includes skills progression, destination data, aspirations data, progression against set targets and learning outcomes, and feedback gathered from learners, parents and staff. There is a continual improvement plan in place to ensure that the careers guidance programme is meeting the needs of the learners, is effective, and is providing value for money where applicable. Staff across the school are encouraged to develop and contribute to the strategy.

Destination data and sustained destination data is collated and analysed on an annual basis. The school maintains contact with past Learners to create an opportunity for an alumni network and inspiring role models for current Learners

### **Gatsby Benchmark 4- Linking curriculum to careers**

#### **DELIVERING CEIAG AND PFA**

Personalised, coherent, real life experiences, promoting a focus on outcomes that are transferable to the real world

| Age          | Education/Employment                                                                                                                                                                                                                                            | Independent Living                                                                                                                                                                                                                   | Community Participation                                                                                                                                                                                                                                                       | Good Health                                                                                                                                                                                                                                          |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>0-4</b>   | Adapting to new environments<br><br>Playing with other children<br><br>Following instructions<br><br>Real world play (builder/doctor/nurse)                                                                                                                     | Feeding and drinking<br><br>Toileting<br><br>Getting dressed<br><br>Making choices<br><br>Real world play (kitchens/DIY/cleaning)                                                                                                    | Making friends<br><br>Social interaction<br><br>Visits/day trips                                                                                                                                                                                                              | Checks at birth (hearing etc.)<br><br>Diet and food variety<br><br>Immunisations                                                                                                                                                                     |
| <b>5-7</b>   | 'What do you want to do when you grow up?'<br><br>Meeting role models<br><br>Real world visits (fire stations, farms etc.)<br><br>Numeracy                                                                                                                      | Washing/brushing teeth<br><br>Telling the time<br><br>Paying in shops                                                                                                                                                                | Team playing<br><br>Developing friendships/friendship groups<br><br>After school clubs<br><br>Weekend activities                                                                                                                                                              | Child obesity checks<br><br>Diet – making choices<br><br>Dentist school visit<br><br>Immunisations<br><br>Physical exercise                                                                                                                          |
| <b>8-11</b>  | Talk about different careers and further education options<br><br>Access to career related role models<br><br>Start to build a personal vocational profile of interests and ambitions<br><br>School sessions from visitors on their careers                     | Understanding and using money<br><br>Sleep-overs and residential trips<br><br>Cooking at school and home<br><br>Shopping<br><br>Moving around school independently<br><br>Individual travel training<br><br>Transport and road signs | Youth and after-school clubs<br><br>Learning to be safe online<br><br>Knowing the local area<br><br>Friendships<br><br>Understanding bullying<br><br>Managing change                                                                                                          | Managing minor health needs e.g. asthma<br><br>Starting puberty<br><br>Immunisations (BCG)<br><br>Obesity check<br><br>Articulating pain/health problems                                                                                             |
| <b>12-14</b> | Subject options – thinking about further education picking the right subjects for future career goals<br><br>Exploring different career options<br><br>Careers advisory<br><br>Planning for employment<br><br>Work experience<br><br>Vocational taster sessions | Individual travel training<br><br>Making decision about what to spend money on<br><br>Making own food<br><br>Socialising in the local community<br><br>Independent living skills                                                     | Making decision about how to spend free time<br><br>Managing social media and other technology<br><br>Online gaming and staying safe<br><br>Belonging to different groups<br><br>Friendship and relationships<br><br>Understanding the bigger picture and building resilience | Sex education<br><br>Immunisation – tetanus<br><br>Managing more complex health needs<br><br>Understanding what the GP can help you with<br><br>Annual health check with the GP<br><br>Mental health and wellbeing<br><br>Drug and alcohol education |
| <b>15-16</b> | Personalised study programme                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                      |

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|                        | <p>Relevant qualifications (where appropriate)</p> <p>Vocational options</p> <p>Continue to build personal/vocational profile</p> <p>Afterschool/Saturday jobs/part-time employment</p> <p>Understanding supported employment options e.g. access to work</p> <p>Transition to new settings</p> <p>Starting micro-enterprises</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                          |
| <b>Post 16 (16-19)</b> | <p>Build on strengths and interests highlighted in personal plans/profiles</p> <p>Apprenticeships</p> <p>Supported internships</p> <p>Traineeships</p> <p>CV writing</p> <p>Skills in applying for jobs or further education</p> <p>Interviewing</p>                                                                              | <p>Managing bill (e.g. mobile phone)</p> <p>Managing potential income including Personal Independence Payments</p> <p>Residential and local learning options</p> <p>Mental capacity-supported decision making</p> <p>Understanding consent and best interests</p> <p>Life skills</p> <p>Managing your time</p> <p>Transition to adult care</p> <p>Being safe in your home</p> <p>Understanding different types of living arrangements- what arrangements are positive and possible for each individual</p> <p>Actively planning for future living arrangements with family, LA etc.</p> | <p>Developing new friendships</p> <p>Personal budgets (how could they be spent post-16 to further PFA aspirations)</p> <p>Managing your time</p> <p>Being safe in the community</p> <p>Understanding drug and alcohol</p> <p>Volunteering</p> <p>Understanding the criminal justice system</p> <p>Knowing where to go for help and how to use the emergency services</p> | <p>Taking responsibility for dental and optical appointments</p> <p>Managing own health</p> <p>Transition to adult health services</p> <p>Knowing when you need to see the GP</p> <p>Staying physically active and healthy</p> <p>Understanding relationships, including: Sexual relationships<br/>Choice and consent<br/>Safety and<br/>Good health</p> |
| <b>(19-25)</b>         | <p>Consolidating learning</p> <p>Taking part in adult education/community learning</p>                                                                                                                                                                                                                                            | <p>Arranging potential independent/supported living options</p> <p>Planning other living arrangements</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Accessing adult social care post-18</p> <p>Maintaining friendships outside of an education setting</p>                                                                                                                                                                                                                                                                | <p>Managing health appointments</p>                                                                                                                                                                                                                                                                                                                      |

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| <p>Understanding support from LA, e.g. do they have a supported employment service?</p> <p>Completing outcomes in EHC plan</p> <p>Voluntary work</p> <p>Knowing how to access support from Job Centre post-education</p> <p>Paid work or further education</p> <p>Understanding benefits</p> | <p>Understanding correspondence/bills</p> <p>Continuing to develop independent living skills as part of a study programme</p> |  |  |
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#### Gatsby Benchmark 5- Encounters with employers and employees

The school have built sustainable partnerships with local employers. Every pupil has multiple opportunities to learn about the world of work. This is delivered through a range of activities which could include:

- Social enterprises
- Structured encounters with employers in school
- First hand encounters with employers on external visits
- Mentoring talks
- Career talks
- Mock interviews

These encounters are well planned and help increase Learners motivation and confidence.

#### Gatsby Benchmark 6 - Experiences of workplaces

Work experience provides Learners with first-hand knowledge of the working environment. Every pupil has access to workplace experiences. This is delivered through;

- Weekly high quality work experience placements
- Work shadowing
- Work place visits
- Volunteering placements
- Social enterprises

#### **Gatsby Benchmark 7- Encounters with further and higher education**

Learners have access to a full range of learning opportunities. This includes, academic, technical and vocational routes that are available to them. Meaningful encounters include:

- School/college links
- Visits to general FE colleges in their local area
- Vocational taster sessions

#### **Gatsby Benchmark 8- Personal guidance**

Learners have access to continued guidance and support to help them explore opportunities and develop skills to make effective transitions. Learners have access to Vocational profiles which are used as part of the provision of information, advice and guidance

Transition starts from year 9. There are opportunities to discuss an individual's futures and identify a system of support from all relevant agencies. The EHCP will aim to support an individual's achievements in relation to their learning and future employment, home and independence, friends, relationships and community and health and well-being.

Learners have opportunities for guidance interviews with a career advisor.