Thornhill Park School

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

2026 – 2027

north east
autism society

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

Introduction

Career education, advice and guidance is embedded within our curriculum and is led by the School's Vice Principal. 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, advice and guidance strategy.

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.

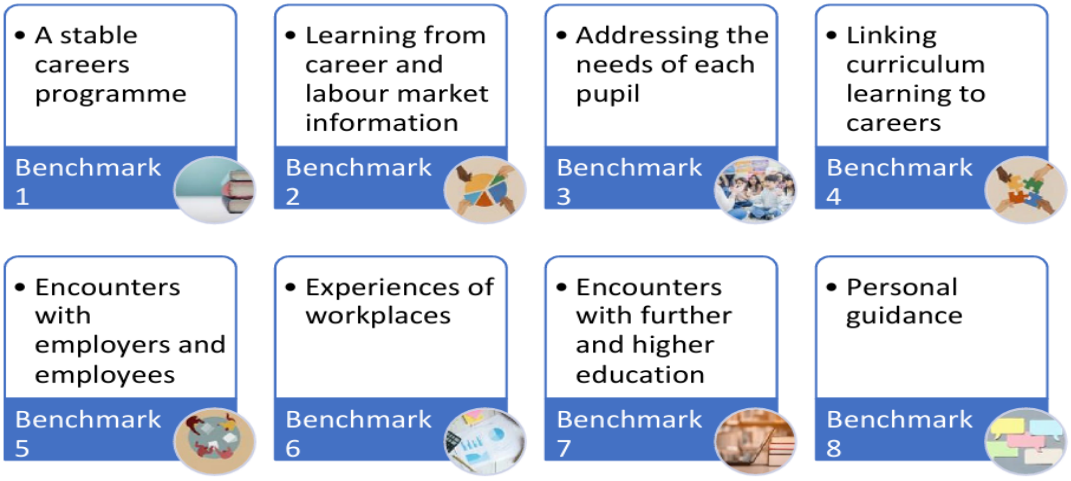
At Thornhill Park School we want:

- 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 young people should be able to access free face-to-face advice, with more bespoke support for those who most need it.



Intent

Senior Leaders and practitioners at Thornhill Park School have high expectations for all learners. We support learners to become successful independent adults throughout their school career with the knowledge, skills and behaviours needed to promote their social and economic inclusion. To ensure that learners at Thornhill Park School are receiving a good quality Careers Education, we work in line with the Gatsby Benchmarks:



"Fostering career development in childhood is essential for creating a well-rounded and informed individual who can navigate their career paths effectively"

Ungvarsky (2022).

The Careers Team:

Laura Ingram, Vice Principal, Careers Lead

Sophie Sedgeman, Teacher Accreddited Qualifications Lead

Ann Wright, Level 4 Teaching Assistant, Work Experience Lead

Preparing for Adulthood (PfA) and Careers, Education, Information, Advice and Guidance (CEIAG) is embedded throughout our curriculum and is led by the Senior Management Team (SMT). The SMT at Thornhill Park School is fully committed to incorporating learners' voices in all discussions leading to their personal transitions. Preparing for adulthood takes steps to ensure that young people with SEND receive the right level of support, with person-centred planning, to enable them to live as full and active an adult life as possible. We aim to equip our learners with the skills and knowledge they need to progress successfully onto their next steps.

The Preparing for Adulthood framework sets out four main themes that young people with SEND say are important to them:

• Employment and Education

•Independent living

• Community inclusion

• Good Health

This strategy describes how the PfA framework has been adopted at Thornhill Park School to provide our learners with the right level of support to enable them to progress through, and achieve, their bespoke targets. We do this through high-quality, coherent, personalised learning programmes which have been planned and developed according to the young person's aspirations and needs.

Implementation

All learners receive tailored support based on their interests, aspirations, and capability during their personal transitions. Akin to literacy and numeracy, Preparing for Adulthood and Careers Education is a set of skills requiring careful development across the school, and are crucial to academic and personal achievement. Progress is targeted in dedicated sessions, alongside being embedded into whole-school activities. This is consolidated within all curriculum areas, for all learners. Learners are provided with opportunities to develop transferable skills during their lessons, taking part in community activities, visiting the local supermarket, choosing, and purchasing items with individualised support. Within such activities, learners work towards English and Maths objectives to develop speaking, listening and communication skills.

At the end of Year 9, learners have a Personal Development meeting where their destination mapping takes place. The destination mapping includes the learner's areas of interest and what they wish for their next steps. This creates a plan which ensures that they are on the correct pathway and working towards meaningful personal development. Learners and their parents are made aware of the range of learning and employment opportunities available to them across the curriculum and can make informed decisions considering both suitability and accessibility.

The school shares information on CEIAG on its website, as well as through letters, emails and weekly 'Jobs of the Week'. Up-to-date information is provided to learners in a variety of mediums to suit their preferred communication style, including face-to-face support, online resources, access to external providers and planned careers education delivery. Learners can also participate in work experience to develop and enhance their knowledge and skills further. Thornhill Park School works closely with CareerWave (www.careerwave.co.uk) which provides independent and impartial careers guidance as well as supporting with links to local employers, in line with Gatsby Benchmark 8.

Staff at Thornhill Park School inspire and enthuse learners to develop an interest in careers by exploring a range of potential fields available to them. We introduce vocational themes into lesson planning and plan interesting educational visits to appeal to the interests of our learners. Staff also support learners to participate in vocational opportunities with a wide range of SETPD accredited vocational qualifications with NOCN. Learners are also provided with direct experiences of the world of work when they access the community and wider vicinity. Staff encourage learners to recognise the roles people play in their surroundings and introduce discussion points about the nature of job roles

and working environments. This approach is embedded throughout the school to broaden learners' awareness and pique their interests. Effective use is made of external agencies, education providers, businesses and the community to provide enrichment opportunities, information and expertise to support our learners' development. National, regional and local labour market information is used to ensure that aspirations are matched to job availability.

The careers guidance strategy is implemented by our Vice Principal, who takes on the role of Careers Leader. Teachers take on the role of career coaches by implementing the strategy through the embedding of CEIAG in the curriculum and as stand-alone lessons for our post-14 learners. Learners who are following the post-14 provision have dedicated personal development time allocated to their timetable where they work on employability skills and bespoke vocational qualifications, following a SETPD programme with NOCN. Learners are enrolled onto courses which they have chosen themselves, following independent careers advice, based on areas of interest.

Impact

Learners' skills are developed to ensure they can find information as independently as possible and can use their own skills and abilities to work towards the destinations of their choice. Within PfA, learners transfer knowledge of reading, writing and ICT to navigate through information to transition successfully onto their next steps. Data is collected by tracking individuals' set targets and achievements. The data identifies where learners are on track to achieve and make progress as well as where intervention has been successful or may be required. The impact of interventions with vulnerable learners is continuously appraised so that bespoke measures can be implemented as early as possible. 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. PfA and CEIAG at Thornhill Park School meets the needs of vulnerable groups by reducing NEET leavers. This is achieved by continuous monitoring, adapting, and supporting our learners to make informed choices relating to their personal skills, interests, and ability.

Delivering CEIAG and PFA

Personalised, coherent, real-life experiences, promoting a focus on outcomes that are transferable to the real world, across the whole curriculum.

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

15-16	Personalised study programme Relevant qualifications (where appropriate) Vocational options Continue to build personal/vocational profile Afterschool/Saturday jobs/part-time employment Understanding supported employment options e.g. access to work Transition to new settings Starting micro-enterprises	Individual travel training Making decision about what to spend money on Making own food Socialising in the local community Independent living skills	Making decision about how to spend free time Managing social media and other technology Online gaming and staying safe Belonging to different groups Friendship and relationships Understanding the bigger picture and building resilience	Sex education Immunisation – HPV Managing more complex health needs Understanding what the GP can help you with Mental health and wellbeing Drug and alcohol education
Post 16 (16-19)	Build on strengths and interests highlighted in personal plans/profiles Apprenticeships Supported internships Traineeships CV writing Skills in applying for jobs or further education Interviewing	Managing bill (e.g. mobile phone) Managing potential income including Personal Independence Payments Residential and local learning options Mental capacity- supported decision making Understanding consent and best interests Life skills Managing your time Transition to adult care Being safe in your home Understanding different types of living arrangements- what arrangements are positive and possible for each individual Actively planning for future living arrangements with family, LA etc.	Developing new friendships Personal budgets (how could they be spent post-16 to further PFA aspirations) Managing your time Being safe in the community Understanding drug and alcohol Volunteering Understanding the criminal justice system Knowing where to go for help and how to use the emergency services	Taking responsibility for dental and optical appointments Managing own health Transition to adult health services Knowing when you need to see the GP Staying physically active and healthy Understanding relationships, including: Sexual relationships Choice and consent Safety and Good health

(19-25)	Consolidating learning Taking part in adult education/community learning Understanding support from LA, e.g. do they have a supported employment service? Completing outcomes in EHC plan Voluntary work Knowing how to access support from Job Centre post-education Paid work or further education Understanding benefits	Arranging potential independent/supported living options Planning other living arrangements Understanding correspondence/bills Continuing to develop independent living skills as part of a study programme	Accessing adult social care post-18 Maintaining friendships outside of an education setting	Managing health appointments