



MacIntyre Academies Venture Academy

Careers Education Impartial Advice and Guidance Policy

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V1	New Policy	Principal	Feb 2022
V2	Review of policy: <ul style="list-style-type: none">• Provider Access Statement added as appendix 1• Careers Plan reviewed and updated	Executive Principal	Oct 2024
V3	Review of policy: <ul style="list-style-type: none">• Terminology change: 'pupils/students/children and young people' to 'learners'• Terminology change: 'school' to 'Academy' where appropriate• Person responsible changed to Principal• Careers plan updated• Appendix 2 added – ASDAN• Appendix 3 added – Rights Respecting Schools Award• Appendix 4 added – Gatsby Benchmarks	Principal	Nov 2025

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Careers Education Impartial Advice and Guidance Policy (CEIAG)

Rationale

Purpose

A young person's career is their pathway through learning and work. This policy sets out Venture Academy's legal obligations regarding learner's entitlement under Section 42B of the Education Act 1997. It also adheres to the statutory DFE Careers guidance and access for education and training providers (January 2018).

Scope

Learners in Key Stage 2, 3 and 4 at Venture Academy will have access to the Careers Education and Guidance Programme as part of their curriculum.

Statutory requirements and recommendations

The careers provision at Venture Policy is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997. This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

- be impartial
- include information on a range of pathways, including apprenticeships
- be adapted to the needs of the pupil.

In addition, the Academy is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all schools must give education and training providers the opportunity to talk to learners about approved technical qualifications and apprenticeships. Further information relating to can be found here [Careers Statutory Guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk).

Introduction

At Venture Academy we believe that it is vitally important to deliver a comprehensive Careers Education and Guidance Programme across the Academy so that learners can build self-awareness and have the information and guidance needed to make informed decisions about their future pathways.

All learners have access to a planned programme of activities including Career Event Days, to help them make choices that are right for them and to be able to manage their careers throughout their lives. We are committed to ensuring that learners at Venture, in line with our vision and mission statements, are "Ready for Life".

Schools have a duty to provide Careers Education in Years 8-11 and to give learners access to external and impartial careers information and guidance as stipulated in the Baker Clause. We realise the importance of early intervention with the learners and we are committed to meeting the needs of our School Community.

Careers Education and Guidance can enhance the motivation of our learners to learn and achieve, encouraging them to pursue relevant and realistic goals for education, training and work. Parents and carers play an important role in supporting their young person's future planning and the Academy seeks to actively involve them in this process.

Venture Academy is committed to providing high quality Careers Education and Guidance.

Aims of the Programme

The Programme has three aims and is designed to help learners to make the most of themselves and their opportunities and is based on the eight Gatsby Bench Marks.

- Self-Development – understanding themselves and the influences on their self-development
- Career Exploration – Investigating opportunities in learning and work
- Career Management – makes and adjusts plans to manage change and transitions.

The Gatsby Benchmarks are a key measure of the effectiveness of career advice. They are also a very important part of the Government's career strategy. In order to ensure our learners, enjoy high quality careers guidance and experiences, we look to ensure that we adopt and embed the eight Gatsby Benchmarks below throughout our Careers Programme so that it has met the DfE expectations:

- A Stable Careers Programme
- Learning from Career and Labour Market Information
- Addressing the Needs of Each Learner
- Linking Curriculum Learning to Careers
- Encounters with Employers and Employees
- Experiences of Workplaces
- Encounters with Further Education
- Personal Guidance

Learner Entitlement

The Careers Education and Guidance Programme is designed to meet the individual needs of the learners at Venture Academy. It is differentiated and personalised to enable progression through a range of activities that are appropriate to learner's stages of career learning, planning and development.

We offer this at Venture through the following:

YEAR GROUP	FOCUS AREA
Key stage 2/3	<ul style="list-style-type: none"> • Introduction to Careers through various lesson Topics • Developing Personal Resilience and Aspirations through the Princes Trust • Event Days including The World of Work / Meet the Provider • Careers Aspects taught through PHSE
Key Stages 3/4	<ul style="list-style-type: none"> • Careers taught through various lesson Topics • Career Planning through Achieve • Careers taught through BTEC option lessons • Individual Careers Plans for Learners through different Meetings

Learners are entitled to Careers Education and Guidance which meets professional standards of practice and which is impartial and confidential. An independent Transition Consultant who is a Level 6 qualified Careers Guidance Professional has been engaged by Venture Academy to provide this service as part of our Careers Education and Guidance Programme.

The independent Careers Advisors are Luna Knight and Mel Adams, and they can be contacted through the Academy office.

Learners in Years 8 – 11 are entitled to the following programmes:

- Learners in Years 8 and 9 access Careers Education delivered through the PSHCE Programme
- Learners in Years 10 and 11 access Careers Education and Guidance through a Personalised Learning Curriculum & PSHCE programme

These programmes are designed to allow for guided self-discovery, take advantage of a range of views from external stakeholders and take account of the different transition planning required for any particular year group.

- Individual Careers Guidance Interviews for Years 9 -11 with the independent Transition Consultant. Action Plans will be written for each learner as a summary of the discussion with relevant action points to be followed up such as research. Year 8 learners will have a group talk with the independent Transition Consultant.
- For Year Groups 8-11 to have access in the Academy to a range of information through structured class-based activities, planned use of the Careers Education and Guidance tool 'Indigo Careers Programme' and to access information from a range of local providers about the opportunities they offer, including further education and apprenticeships – through options events, assemblies, visiting speakers, careers exhibitions, group discussions, taster events and a planned Careers Market Place.
- Years 10 and 11 to take part in a work-related learning programme with the intention that they commit to a meaningful external work experience placement. For those that may not be ready for this, the Academy will look to provide an internal "in-house" opportunity. Whilst developing key skills for employment and life, learners will be given the opportunity to undertake a relevant certified course to compliment what they are learning. In order to support transition, learners will have access to a link programme with Warwickshire College Group to provide college tasters, familiarisation exercises and experiential learning.

Management of the Programme

The Careers Programme is planned, monitored, administrated and evaluated by the Head of School who is also the Careers Lead. The Careers Plan is updated annually – see appendix 1.

The Guidance aims to be impartial, confidential (within policy guidelines), responsive to learners' needs and based on the principles of equal opportunities and diversity.

Staff are requested to highlight 'Careers Opportunities' within their schemes of work, a culmination of which may involve wider contributions through a careers fair or through STEM week. There is an agreed annual budget.

Other Policies

Please also refer to the following policies:

- Venture Provider Access Policy Statement
- Careers Plan (Appendix 1)
- Curriculum Policy

Monitoring, Review and Evaluation

This programme will be reviewed annually to ensure its effectiveness and will be evaluated with active involvement of learners.

Venture Academy Careers Plan 2025-26

AUTUMN TERM 2025	
KEY STAGE 2 – 3	KEY STAGE 3 - 4
<ul style="list-style-type: none"> • Teamwork and Communication through Sport (P.E. lessons) • Outdoor Active Learning, Problem Solving & Teambuilding (Forest School) • Communication and Discussion Skills (English Lessons) • Research & Speaking / Listening skills / Use of Vocabulary (English Lessons) • Debating, Communicating and Conflict Resolution (PHSE lessons) • Developing Resilience through Physical Health • Developing Wellbeing – Understanding the work/life balance • Overcoming Challenge / Teamwork and creativity through developing Basic Skills • Developing Personal Resilience and Aspirations • Speaking and Listening (World of Work Day) • ASDAN Lessons • Wild Passport 	<ul style="list-style-type: none"> • Teamwork and Communication through Sport (P.E. lessons) • Outdoor Active Learning, Problem Solving & Teambuilding (Forest School) • Research & Speaking / Listening skills / Use of Vocabulary (English Lessons) • BTEC Lessons (Core Units A1/A2) <ul style="list-style-type: none"> ○ Time Management ○ Managing Information ○ Use of ICT ○ Setting goals ○ Reviewing of own Skills • BTEC Lessons optional units for different subjects: <ul style="list-style-type: none"> ○ Transferrable Skills ○ Verbal communication ○ Teamwork ○ Problem Solving ○ Reviewing performances ○ Identify strengths and weaknesses • Speaking and Listening (World of Work Day) • Interview Skills – Year 11 Career’s Meeting • ASDAN Lessons • Wild Passport

Venture Academy Careers Plan 2025-26

SPRING TERM 2026

KEY STAGE 2 – 3	KEY STAGE 3 - 4
<ul style="list-style-type: none"> • Teamwork and Communication through Sport (P.E. lessons) • Outdoor Active Learning and Teambuilding (Forest School) • Communication and Discussion Skills (English Lessons) • Debating, Communicating and Conflict Resolution (PHSE lessons) • Personal Development Skills • Career’s Fayre • Application writing, information-gathering skills and Interviewing skills – Attending Careers Fayre’s • ASDAN Lessons • Wild Passport 	<ul style="list-style-type: none"> • Teamwork and Communication through Sport (P.E. lessons) • Outdoor Active Learning, Problem Solving & Teambuilding (Forest School) • Problem Solving • Staying Positive • Research & Speaking / Listening skills / Use of Vocabulary (English Lessons) • BTEC Lessons (Core Units A1/A2) • Time Management • Managing Information • Use of ICT • Setting goals • Reviewing of own Skills • BTEC Lessons optional Units for different subjects: • Transferrable Skills Verbal communication • Teamwork • Problem Solving • Reviewing performances • Identify strengths and weaknesses • CV Creation – Year 11 Career’s Meeting • Application writing, information-gathering skills and Interviewing skills • ASDAN Lessons • Wild Passport

Venture Academy Careers Plan 2024-25

SUMMER TERM 2025	
KEY STAGE 2 – 3	KEY STAGE 3 - 4
<ul style="list-style-type: none"> • Teamwork and Communication through Sport (P.E. lessons) • Outdoor Active Learning and Teambuilding (Forest School) • Communication and Discussion Skills (English Lessons) • Finance (Mathematic Lessons) • Debating, Communicating and Conflict Resolution (PHSE lessons) • Developing Presentation Skills • Economic wellbeing, Careers, Media Literacy (PHSE Lessons Focus) • Speaking and Listening, Problem Solving, creativity, and Teamwork through World of Work Day • Speaking and Listening, Problem Solving, creativity, Staying Positive skills and Teamwork through Enterprise Week including Dragons Den • ASDAN Lessons • Wild Passport 	<ul style="list-style-type: none"> • Teamwork and Communication through Sport (P.E. lessons) • Outdoor Active Learning and Teambuilding (Forest School) • BTEC Lessons (Core Units A1/A2) <ul style="list-style-type: none"> Time Management Managing Information Use of ICT Setting goals Reviewing of own Skills • BTEC Lessons optional Units for different subjects: <ul style="list-style-type: none"> Transferrable Skills Verbal communication Teamwork Problem Solving Reviewing performances Identify strengths and weaknesses • Financial decision making, Digital literacy Employability skills, Work experience Goal Setting (PHSE Lesson focus) • One to One Year 11 Career’s Meeting • College / providers open days / visits • Speaking and Listening, Problem Solving, creativity skills and Teamwork through World of Work Day • Speaking and Listening, Problem Solving, creativity, Staying Positive skills and Teamwork through Enterprise Week including Dragons Den • ASDAN Lessons • Wild Passport

Appendix 1 - Venture Academy Provider Access Policy Statement

1. Aims

This policy statement aims to set out our Academy's arrangements for managing the access of education and training providers to learners for the purpose of giving them information about their offer. It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a person who is given access.

2. Statutory requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access learners in Key Stage 2-4 for the purposes of informing them about approved technical education, qualifications or apprenticeships. Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these learners. This is outlined in section 42B of the [Education Act 1997](#).

This policy shows how our Academy complies with these requirements.

3. Learner entitlement

All learners in years Key Stage 2-4 at Venture Academy are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities as part of our careers programme, which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships, e.g. through activities and events such as options events, assemblies and taster events
- Understand how to make applications for the full range of academic and technical courses

4. Management of provider access requests

4.1 Procedure

Our provision includes various opportunities for learners to access a range of events. These are integrated into Venture Academy's careers programme and curriculum as well as hosting or attending one off events that provide such opportunities. The integrated events are usually delivered internally, with contribution from external providers where necessary.

The one-off events, such as a college open day or an apprenticeship fair, are regularly advertised to our learners and where appropriate we will arrange a visit, during the Academy day, for a select group of learners to attend.

The Academy employs an independent and impartial careers adviser from an outside agent who works with learners in year 9 and above to ensure they are able to make an informed choice about their next steps.

The adviser will contribute to the transition section of annual reviews of EHCP for learners in year 9 and above, will meet 1:1 with learners to discuss next steps, future opportunities, advice, interview technique, help with completing application forms and supporting with transition to further education.

Procedure

A provider wishing to request access should contact John Anderson, Assistant Principal and Head of CEIAG (Careers Education, Information, Advice and Guidance) via the contact details below.

Local providers are invited to key relevant events that are held at Venture Academy.

CEIAG Policy V3

Adopted by LAB: Feb 2022

Last review: Nov 2025

Next review: Nov 2026

We encourage other providers who are interested in coming into the Academy to contact John Anderson to identify the most suitable opportunity.

Resources Providers are welcome to leave a copy of their prospectus or other relevant course literature at reception or via email to admin.venture@macintyreacademies.org

A provider wishing to request access should contact John Anderson, Assistant Principal and CEIAG by:

- Telephone: 01564 792514
- Email: admin.venture@macintyreacademies.org

4.2 Opportunities for access

A number of events, integrated into our careers programme, will offer providers an opportunity to come into the Academy to speak to learners and/or their parents/carers.

	Autumn Term	Spring Term	Summer Term
Key Stage 2/3	<ul style="list-style-type: none"> • Team building activities • Meet the Provider Day • Loudmouth Production Company • PHSE Programme • ASDAN Lessons • WILD PASSPORT • World of Work Day 	<ul style="list-style-type: none"> • Understanding values system of other society members • PHSE Programme • Careers Fayres • ASDAN Lessons • WILD PASSPORT • World of Work Day • Employability Focus Week 	<ul style="list-style-type: none"> • Business Enterprise Week • World of Work Day • PHSE Programme • ASDAN Lessons • WILD PASSPORT
Key Stage 3/4	<ul style="list-style-type: none"> • Team building activities • Meet the Provider Day • Loudmouth Production Company • PHSE Programme • Year 11 Interviews • BTEC Lessons Units – Transferable Skills • Work Experience Opportunities • 1:1 Careers Advice • Careers Support in annual reviews • Information on college open evenings/other post 16 opportunities • ASDAN Lessons • WILD PASSPORT 	<ul style="list-style-type: none"> • Understanding values system of other society members • PD lessons • Work Experience Opportunities • 1:1 Careers Advice • Careers Support in annual reviews • Stand-alone careers lessons in PHSE • PHSE Programme • Year 11 Interviews • BTEC Lessons Units – Transferable Skills • Work Experience • College Visits • ASDAN Lessons • WILD PASSPORT • Employability Focus Week 	<ul style="list-style-type: none"> • Business Enterprise Week • World of work day • Work Experience Opportunities • 1:1 Careers Advice • Careers Support in annual reviews • Stand-alone careers lessons in PHSE • PHSE Programme • Year 11 Interviews • BTEC Lessons Units – Transferable Skills • Work Experience • College Visits • ASDAN Lessons • WILD PASSPORT

Please speak to the Assistant Principal and your form tutor to identify the most suitable opportunity for you.

4.3 Granting and refusing access

- Safeguarding – if the Academy DSL deems it is not safe or appropriate
- Health & Safety – the provider must adhere to the Academy H&S requirements

4.4 Safeguarding

Venture Academy's Safeguarding Policy sets out the Academy's approach to allowing providers into the Academy as visitors to talk to our learners.

At all times we ensure that there are no issues of safeguarding and that our learners are always completely safe whilst meeting or speaking to external providers. Our Safeguarding/Child Protection Policy outlines the Academy's procedure for checking the identity and suitability of visitors. Education and training providers will be expected to adhere to this policy.

4.5 Premises and facilities

- Once visits have been agreed, the Academy will provide appropriate facilities to facilitate the visit, along with any equipment requested by the provider, where it is available.
- Sessions can be held in different venues according to the number of learners and the requirements of the provider.
- Visits can be in the main hall and delivered to learners, or sometimes in the classroom with a smaller group.
- We also have the facility to deliver safe personalised sessions.
- We are happy to work with providers to share any resources we can that make their visit possible and we are happy to accommodate those that need to bring extra equipment into the Academy in order to showcase what they do.

5. Links to other policies

- [Safeguarding Policy](#)
- [Curriculum Policy](#)
- [Careers Information](#)

6. Monitoring Arrangements

- The Academy's arrangements for managing the access of education and training providers to learners are monitored by James Bowater, Head of CEAIG.
- This policy will be reviewed by the Deputy Principal annually.
- At every review, the policy will be approved by Local Advisory Board.

Appendix 2: ASDAN: Personal Development and Preparing for Adulthood

Venture Academy has successfully embedded a broader ASDAN offer across pathways, supporting the Preparing for Adulthood outcomes and SEND Code of Practice.

- **My Independence** (R4L–1, KS2): A certificated suite for PMLD, SLD and MLD learners, raising aspirations and linking learning to EHCP outcomes.
- **Preparing for Adulthood** (R4L–2, KS3): Certificates developing social skills, work-related learning, community participation and real-life skills.
- **Lifeskills Challenge** (R4L–3, KS3): A personalised curriculum building employability, independent living, PSHE and wellbeing.

ASDAN Qualifications include Employability, Personal Progress and Personal and Social Development, providing accessible, portfolio-based accreditation.

Key Stage 2 – My Independence (R4L–1)

Programme: *ASDAN My Independence*

Purpose

To develop early independence, communication skills, social interaction, basic problem-solving and self-awareness through structured, creative learning experiences.

Careers & PfA Links

- Introduces learners to *early concepts* of work, roles and responsibilities (PfA: Employment).
- Builds foundations for teamwork, listening, turn-taking and following instructions (Gatsby 1 & 4).
- Encourages children to explore their own interests and strengths (PfA: Friends, Relationships & Community).
- Supports emotional regulation and confidence-building essential for future employability.

Outcomes

- Improved communication and interaction
Introduction to independence routines
Development of confidence, self-advocacy and early problem-solving
Builds foundations for KS3 careers education

Key Stage 3 – Preparing for Adulthood (R4L–2) & Lifeskills Challenge (R4L–3)

Programme: *Preparing for Adulthood (PfA) ASDAN Certificate*

Focus: Social development, work-related learning, life skills and community participation

Careers & Gatsby Links

- Addresses individual ambitions and strengths through personalised targets (Gatsby 3).
- Provides structured activities linked to *real-life work skills*: timekeeping, teamwork, following sequences (Gatsby 4).
- Encourages exploration of future learning routes through *Meet the Provider Days* (Gatsby 7).
- Strengthens personal guidance conversations during EHCP reviews (Gatsby 8).

Develops:

- Responsibility & routines
- Collaboration and communication
- Basic employability skills
- Community awareness

Lifeskills Challenge (R4L–3)

Focus: Personalised curriculum developing employability, community involvement and independence

Careers & Gatsby Links

- Challenges include *jobs in the community, health & safety, task sequencing and making choices* (Gatsby 2 & 4).
- Supports learners in identifying their skills, strengths and needs for future pathways (Gatsby 3).
- Helps develop numeracy, literacy, problem-solving and self-advocacy required for workplace readiness.

Develops:

- Employability skills (e.g., job behaviours, following instructions)
- Independent living
- PSHE & wellbeing
- Resilience, confidence and communication

Key Stage 4 - ASDAN Employability, Personal Progress and PSD Qualifications

ASDAN Employability Qualification

Focus: Preparing learners directly for future work, supported internships or college-level vocational pathways.

Careers & Gatsby Links

- Provides nationally recognised accreditation in work-related skills (Gatsby 4).
- Develops CVs, interviews, workplace behaviours, teamwork and problem-solving (Gatsby 5 & 6).
- Supports realistic pathway planning with colleges and training providers (Gatsby 7).
- Delivered alongside 1:1 careers guidance in Y10–11 (Gatsby 8).

Develops:

- Work-readiness
- Understanding of workplaces
- Confidence, punctuality & responsibility
- Knowledge of employment sectors

ASDAN Personal Progress / Personal & Social Development (PSD)

Focus: Independence, social communication, community access and life-skills accreditation.

Careers & Gatsby Links

- Enables learners to practise essential life skills needed for supported or semi-independent adulthood
- Provides structured activities around community roles, healthy living, workplace behaviours and travel training.
- Enhances self-awareness, motivation and resilience essential for future education or employment.

Develops:

- Independence
- Functional skills
- Community inclusion
- Emotional regulation & maturity

Across all key stages, ASDAN ensures that:

- Careers learning is sequenced logically from KS2–KS4
- All learners, including those with complex SEND, access high-quality career preparation
- Learning is personalised and linked to EHCP outcomes
- Learners progressively build employability, independence and social skills
- The Academy meets Gatsby Benchmarks 1, 3, 4, 5, 6, 7 and 8 through ASDAN pathways
- Careers and independence skills are embedded into the curriculum, not bolt-on sessions

Appendix 3 - Rights Respecting Schools Award (RRSA) and UNCRC Links

The Careers Programme aligns with key UNCRC Articles through equitable access, learner voice, cultural enrichment and personalised pathways.

- Article 12 – Voice of the Child: Learners share aspirations, views and preferences in guidance meetings and reviews.
- Article 23 – Children with Disabilities: SEND learners access personalised, inclusive careers and ASDAN pathways.
- Article 28 – Right to Education: Learners receive impartial guidance on academic, vocational and technical routes.
- Article 29 – Aims of Education: Careers learning builds confidence, life skills and preparation for future employment.
- Article 31 – Access to Culture and Leisure: Careers events, workplace encounters and enrichment broaden cultural understanding.

RRSA Article Evidence Map

- Article 12 – Voice of the Child: Met through careers interviews, guidance meetings, EHCP reviews, student questionnaires, and student participation in planning future pathways.
- Article 23 – Children with Disabilities: Met through personalised SEND careers guidance, ASDAN pathways, therapeutic provision, adapted curriculum routes, and accessible FE/HE encounters.
- Article 28 – Right to Education: Met through impartial careers advice, access to college/university providers, clear progression routes, and support with post-16 transition planning.
- Article 29 – Aims of Education: Met through life-skills teaching, ASDAN qualifications, careers curriculum, work-related learning, cultural capital opportunities, and independence education.
- Article 31 – Access to Culture, Leisure and Play: Met through enrichment trips, employer encounters, cultural visits, team-building activities, therapeutic experiences and community-based learning.

Appendix 4: Gatsby Benchmark Evidence Map

Gatsby Benchmark	How Venture Academy Meets This Benchmark
1. A Stable Careers Programme	Clear CEIAG policy, annual careers plan, parent and student communication, RRSA Article 12 (student voice).
2. Learning from Career and Labour Market Information	Provider encounters, FE/HE guidance, local labour market info shared in sessions.
3. Addressing the Needs of Each Learner	Personalised SEND pathways, ASDAN, EHCP-linked guidance, Article 23 (Disability Rights).
4. Linking Curriculum Learning to Careers	Curriculum PD links, vocational pathways, ASDAN LifeSkills Challenge.
5. Encounters with Employers and Employees	Meet the Provider Day, Army, local colleges, vocational visitors.
6. Experiences of Workplaces	Therapeutic farm placements (Flourish on the Farm, Middle England Farm), community experiences.
7. Encounters with FE and HE	College visits, Coventry University, transition planning.
8. Personal Guidance	1:1 guidance, EHCP reviews, personalised post-16 planning, RRSA Article 12 (Voice of the Child).

Evidence Map	
Gatsby Benchmark	How Venture Academy Meets This Benchmark (Detailed Evidence)
1. A Stable Careers Programme	Venture Academy has a clearly documented CEIAG policy, an annually updated Careers Plan (Appendix 1) and a structured careers programme delivered across KS2–4. Careers education is embedded in the PSHCE, Personal Development and subject curricula and is communicated regularly to learners, parents and carers through letters, events and reviews. Learner voice is used to shape and refine the programme in line with RRSA Article 12 (Voice of the Child).
2. Learning from Career and Labour Market Information	Learners are introduced to local and national labour market information through class-based activities, the Indigo Careers Programme, visiting speakers and Meet the Provider/World of Work events. Staff and independent careers advisers signpost information about employment trends, skills shortages and routes into work, training, apprenticeships and further/higher education.
3. Addressing the Needs of Each Learner	The careers programme is tailored to individual needs, especially for learners with SEND and those with EHCPs. Personalised careers guidance interviews, ASDAN pathways (My Independence, Preparing for Adulthood and Lifeskills Challenge), differentiated resources and bespoke transition planning ensure that provision is inclusive and equitable, aligning with RRSA Article 23 (Children with Disabilities).
4. Linking Curriculum Learning to Careers	Curriculum subjects explicitly reference future pathways and transferable skills, for example through BTEC units, Achieve lessons, PHSE, English speaking and listening tasks and World of Work activities. ASDAN Lifeskills Challenge and other accredited programmes support learners to understand how classroom learning

	connects to real-life employment, independence and community participation.
5. Encounters with Employers and Employees	Learners meet a wide range of employers and employees through Meet the Provider Day, World of Work events, workplace visitors and vocational workshops. These encounters include the Army, local businesses, colleges and specialist providers, enabling learners to explore different roles, ask questions and understand employer expectations in a supported way.
6. Experiences of Workplaces	Venture Academy meets Benchmark 6 through a combination of therapeutic and vocational workplace settings, including Flourish on the Farm and Middle England Farm. In addition, Venture delivers **three structured World of Work Days** , providing fully supervised onsite work-experience style activities that mirror real workplace roles, responsibilities and expectations. These events give learners meaningful experiences of work within a familiar and supportive environment, ensuring accessibility for SEND learners while meeting the requirements of Gatsby Benchmark 6.
7. Encounters with Further and Higher Education	Learners have planned encounters with further and higher education, including college visits, taster days, open events and visits from providers such as Coventry University and Warwickshire College Group. These encounters are integrated into transition planning and annual reviews to support informed choices about post-16 destinations.
8. Personal Guidance	Learners in Years 9–11 receive independent, impartial one-to-one careers guidance from a Level 6 qualified Transition Consultant, with group input for younger year groups. Action plans are produced and linked to EHCP outcomes and Preparing for Adulthood goals. This provision ensures that each learner's voice, aspirations and needs are central, reflecting RRSA Article 12 (Voice of the Child).