

CEIAG (Careers Education, Information, Advice and Guidance) Programme 2025-26

The following table gives an overview of the school's provision.

Activity	EYFS
Communication Skills	Development of communication and attention skills through: <ul style="list-style-type: none"> ▪ See & Learn ▪ SCERTS ▪ PECS ▪ Pyramid ▪ Makaton ▪ Curiosity Programme ▪ Attention Autism Speech and Language Therapy delivered at universal, targeted, and specialist levels.
Problem solving	Structured group activities to: <ul style="list-style-type: none"> ▪ Develop early social skills. ▪ Prepare for working or playing alongside peers. ▪ Encourage sharing. ▪ Support asking for help.
Teamwork	
Job theme based / Vocational learning	<ul style="list-style-type: none"> ▪ People who help us. ▪ Animal – The farm & zoo.
Living Skills	<ul style="list-style-type: none"> ▪ Montessori themed life skills activities embedded in the curriculum. ▪ visits to School tuck shop. ▪ Offsite visits.
Community Learning	<ul style="list-style-type: none"> ▪ <i>'In the Community</i> assessment', which we use to promote pupils' access to the community. ▪ Access to FAWrient express to help develop social skills and set expectations when accessing a food venue.

Activity	Sensory
Communication Skills	Development of personalised communication skills. Speech and Language Therapy is delivered at either universal, targeted and specialist level.
Problem solving	<ul style="list-style-type: none"> ▪ Cause & Effect.

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	<ul style="list-style-type: none"> ▪ The environment around me. ▪ Powered wheelchair skills. ▪ Object permanence.
Teamwork	<ul style="list-style-type: none"> ▪ Accepting support from others. ▪ Respecting personal space. ▪ Participating in collaborative tasks. ▪ Sharing with peers.
Living Skills	<ul style="list-style-type: none"> ▪ MOVE – Movement skills and opportunities. ▪ Making choices and preferences. ▪ Personal Care & independence.
Accreditations	ASDAN Personal Progress Certificate.

Activity	Structured
Communication Skills	<ul style="list-style-type: none"> ▪ Development of communication skills through Colourful Semantics, PECS, and Individual Visual Schedules. ▪ Social communication through SCERTS. ▪ Speech and Language Therapy is delivered at either universal, targeted and specialist level. ▪ Zones of regulations / Interoception.
Problem solving	<ul style="list-style-type: none"> ▪ Key Skills framework and numeracy tasks. ▪ TEACCH. ▪ Outdoor learning.
Teamwork	<ul style="list-style-type: none"> ▪ Daily group activity as part of TEACCH approach. Key focus – working together/sharing/helping each other. ▪ Outdoor learning and Leisure activities ▪ Steps 4 Life framework
Job theme based / Vocational learning	<p>Primary: In primary education, teamwork is actively encouraged through child-led activities. Pupils are supported to use their senses to explore and engage with their surroundings, fostering curiosity and developing personal interests. Through hands-on, experiential learning, they build knowledge and practical skills. Community visits further enhance learning by enabling pupils to interact with other children, adults, and members of the local community, helping to strengthen their social and interpersonal skills.</p> <p>Secondary: Secondary education focuses on developing students' functional skills, including self-help (personal care and hygiene), cooking, travel, independence, and digital literacy. Community links and visits are an essential part of this process, allowing students to practice real-</p>

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	life skills such as creating shopping lists as a class and then using them during trips to local shops. These experiences support the development of life skills and reinforce community-based learning, which are key components of the structured secondary curriculum.
Living Skills	<p>Primary cover the following:</p> <ul style="list-style-type: none"> ▪ Weekly cooking & preparing snacks. ▪ Dressing and personal care routines. ▪ Organisation skills (personal items e.g. coats and school equipment). ▪ Shopping & travel and road safety awareness. ▪ Understanding of money through numeracy lessons. <p>Secondary cover the following units:</p> <ul style="list-style-type: none"> ▪ Living by Myself (laundry, personal hygiene, cleaning & recycling). ▪ Food, Glorious Food! (Practical cooking, healthy eating, finding recipes, planning, and safety). ▪ Transport (researching & experiencing modes of transport, routes and public transport rules and routines).
Community Learning	<ul style="list-style-type: none"> ▪ Shopping trips. ▪ Secondary - Planning a trip.

Activity	Practical – FAW Loose
Communication Skills	<ul style="list-style-type: none"> ▪ Attention building. ▪ Structured scripts and modelling to initiate conversations and support continual conversation. ▪ Language development. ▪ Bespoke 1:1 work based on EHCP/Therapy targets and outcomes. ▪ Through topic-based approach, assessed via Key Skills. ▪ Speech and Language Therapy is delivered at either universal, targeted and specialist level.
Problem solving	<p>Key skills and tasks:</p> <ul style="list-style-type: none"> • Managing information • Collecting equipment • Applying thinking skills • Using creativity
Teamwork	<p>Group work to create a shared purpose and achieve practical tasks and problem-solving challenges:</p> <ul style="list-style-type: none"> • Pupils take on specific roles. • Undertaken through a range of topic-based approaches. • Assessed via Key Skills: <ul style="list-style-type: none"> ○ Making meals. ○ Developing ideas in the local environment.

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	<ul style="list-style-type: none"> ○ Shopping. ○ Cooking. ○ Gardening. ○ Participation in community events (e.g., Kent School Games).
Job theme based / Vocational learning	<ul style="list-style-type: none"> ▪ Covered via curriculum topics/themes. ▪ Covered through literacy texts and ASDAN Life Skills Challenge units. <p>KS3/4 focus:</p> <ul style="list-style-type: none"> ▪ Different job roles (e.g., police, doctor, dentist, key workers) linked to Covid and ‘Safe Strangers’ ▪ Investigating jobs pupils would like to do ▪ Pupils take on a different job in class for a week to develop a sense of responsibility ▪ Individuals may undertake or shadow jobs/roles within the school site (e.g., with site team) ▪ Designing and creating their own garden
Living Skills	<ul style="list-style-type: none"> • Developing independence. • Understanding the importance of hygiene. • Organising tasks to complete a job. • Making drinks and meals, focusing on a healthy balanced diet. • Tidying away and knowing where things go. • Household chores: shopping, cleaning, laundry. • Understanding money and managing a budget.
Accreditations	ASDAN Life Skills Challenge
Work Experience	<ul style="list-style-type: none"> • Job responsibilities in class and around school. • Horticulture sessions with specialist teacher. • Weekly use of the kitchen to prepare meals.
Community Learning	<ul style="list-style-type: none"> • Planning a journey. • Reading a simple/adapted timetable. • Locating important places in the local community. • Visits from emergency services. • Trips into the local community.

Activity	Formal Primary
Communication Skills	<ul style="list-style-type: none"> • Key Skills Framework and Literacy

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	<ul style="list-style-type: none"> • SCERTS, Makaton, Attention Autism • Targeted talk time • Speech and Language Therapy delivered at: <ul style="list-style-type: none"> ○ Universal level ○ Targeted level ○ Specialist level
Problem solving	<ul style="list-style-type: none"> • Key Skills Framework • Maths through White Rose Maths, developing independence and understanding of real-life worded problems • Emotional regulation work focused on social, emotional, and mental health • Trips in the community (e.g., cinema, local area, museum) to develop confidence <p>KS3/4 focus:</p> <ul style="list-style-type: none"> • Maths curriculum – developing independence and understanding of worded problems (White Rose Programme) • Independent cooking – groups following recipes without adult support
Teamwork	<ul style="list-style-type: none"> • Curriculum-based group work, P.E. • Key skills: play skills, turn-taking, sharing. • Playtime – every moment matters. • Group and paired activities in the OLE or local community.
Job theme based / Vocational learning	<ul style="list-style-type: none"> • Gardening • “People Who Help Us” topic: role play and small world play • PSHE – People Who Help Us • Job responsibilities within school
Living Skills	<p>Independent skills:</p> <ul style="list-style-type: none"> ○ Shopping ○ Making own snack/breakfast ○ Tuck Shop visits ○ Gardening ○ Off-site visits ○ Maths – using and applying money skills in the local community

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Activity	FAW Snodland
Communication Skills	<ul style="list-style-type: none"> • Literacy across the curriculum • SCERTS, Makaton • Targeted talk time • Speech and Language Therapy delivered at: <ul style="list-style-type: none"> ○ Universal level ○ Targeted level ○ Specialist level
Problem solving	<ul style="list-style-type: none"> • Key Skills Framework • Maths • Peer mediation • Emotional regulation work focused on social, emotional, and mental health • Maths curriculum – developing independence and understanding of worded problems (White Rose Programme) • Independent cooking – following recipes with minimum adult support • PE activities, events, and challenges
Teamwork	<ul style="list-style-type: none"> ▪ Curriculum-based group work, P.E., D.T. ▪ Cooking & budgeting in groups ▪ School Council ▪ Drama Club and lessons ▪ Dance Club ▪ KsENT Performing Arts Network (theatre project) ▪ Organising themed and fundraising days/events ▪ Nurture activities throughout the day ▪ Duke of Edinburgh Award Scheme – expeditions ▪ Inter and Intra Sport: Kent Disability Games, Panathlon Challenge, Dance Festival, Competitions & Tournaments
Job theme based / Vocational learning	<ul style="list-style-type: none"> • Work experience in real working environments: Allotments, Café, Shop, Roastery & Community Engagement • PSHE – People Who Help Us
Living Skills	<ul style="list-style-type: none"> • Preparation for Adulthood lessons • Independent skills: <ul style="list-style-type: none"> ○ Shopping ○ Making own snack/lunch

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	<ul style="list-style-type: none"> ○ Tuck Shop visits ○ Gardening ○ Off-site visits using public transport ○ Community visits (e.g., swimming) ● Transitioning (e.g., classes based at Holmesdale) ● Maths – using and applying money skills ● Cooking ● Budgeting for food shopping
Accreditations	<ul style="list-style-type: none"> ● City & Guilds English and Maths – Entry Levels, Level 1, Level 2 ● BTEC Home Cooking Level 1 (KS4) ● AQA Unit Award Scheme ● BTEC E3 – Entry to Vocational Studies
1:1 Career guidance	Coaching & Mentoring (FAW)
Career Workshops, Fairs, and events	<ul style="list-style-type: none"> ● KS4 – Careers online information sessions ● Career workshops ● 1:1 Personal Guidance at Year 9 (vocational profile), Year 11, Year 13 ● Apprenticeship workshops ● DWP School Adviser

Activity	Functional
Communication Skills	<ul style="list-style-type: none"> ● Speaking and listening activities based around 1:1 formal conversations and independence (e.g., booking appointments) ● Discussion and interaction within a small group, including questioning ● Presentation skills ● Body language ● Social thinking skills ● Social communication and understanding of convention ● Use of written communications and ICT ● Speech and Language Therapy delivered at universal, targeted, or specialist level
Problem solving	<ul style="list-style-type: none"> ● Practical task-based challenges ● Developing ICT skills (safe storage, email, use of QR codes to access information and help) ● Thinking skills (planning activities, trips, and sessions)

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	<ul style="list-style-type: none"> • Financial education • Travel awareness training – using public transport • Daily use of the Skills Builder framework, embedded in the curriculum • Peer mediation • Visits from helpful agencies • Embedded in all functional curriculum
Teamwork	<ul style="list-style-type: none"> • Sports activities, including inter-competition (e.g., Kent School Games events, Panathlon Challenge, sports leagues) • House System – creating a sense of belonging through competitions such as: <ul style="list-style-type: none"> ○ Weekly house point challenge ○ Students earn ‘reward’ house points for skills, achievements, or attributes shown • Group projects such as: <ul style="list-style-type: none"> ○ Maintaining and growing in the garden (RHS Level 5) ○ Allotment work ○ Snodland Station project • Daily use of the Skills Builder framework, embedded in the curriculum
Job theme based / Vocational learning	<ul style="list-style-type: none"> • Practical learning and job coaching with students on regular placements • Construction skills taught through weekly lessons and maintenance around the school site • Weekly cooking for all students • BTEC Vocational subjects: <ul style="list-style-type: none"> ○ Art & Design ○ Land Based ○ Home Cooking ○ Sport ○ Public Services ○ Child Care • DWP School Adviser • Weekly work skills lessons with HR support
Living Skills	<ul style="list-style-type: none"> • ASDAN Personal Progress • Weekly shopping and cooking, including cleaning and laundry • Shopping and budgeting • Travel awareness training • Site maintenance sessions (e.g., window cleaning and sweeping) • Financial education • Online safety and wellbeing sessions

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<p>Accreditations</p>	<p>BTEC</p> <ul style="list-style-type: none"> • Home Cooking Skills (Level 1 & Level 2) • Introductory Award (1 year) or Certificate (2 year) in: <ul style="list-style-type: none"> ○ Art and Design ○ Sport ○ Land Based Studies ○ Public Services ○ Child Care • Students can choose a one-year or two-year pathway (Level 1) <p>ASDAN</p> <ul style="list-style-type: none"> • Personal Progress Diploma <p>Functional Skills – English and Maths (EL1 – L2)</p>
<p>Work Experience</p>	<p>All students complete a work placement with a variety of employers and community organisations. Placements are matched to students’ interests, future career goals, or transition pathways whenever possible. Our primary focus is equipping students with the skills needed to succeed as employees, as well as building confidence in applications and interview processes</p>
<p>1:1 Career guidance</p>	<ul style="list-style-type: none"> • Career interviews with consultation with HR • Coaching & mentoring (FAW) • The Apprenticeship Team (TEP) • Work skills lessons (FAW) • DWP School Adviser
<p>Career Workshops, Fairs, and events</p>	<ul style="list-style-type: none"> • Delivery on world of work, CVs, applying for jobs, and interview skills • External Careers Fair • Kent Choices • Employability workshops • Workshops with DWP
<p>Apprenticeship / Supported employment</p>	<ul style="list-style-type: none"> • Apprenticeship workshop plus targeted 1:1 sessions with careers advisers • Targeted 1:1 support from careers advisers
<p>Visits to FE providers</p>	<ul style="list-style-type: none"> • Visits and taster days at Grow 19 (SPI) and local colleges. • Targeted enrichment activities to visit and apply for post- 19.
<p>Community Learning</p>	<ul style="list-style-type: none"> • Working with local businesses including, Sondland Allotment, and Larkfield Leisure Centre. • Travel Awareness Training • Community Railway Support • Magistrate Visit