



CEIAG PROGRAMME 2026–27

Careers Education, Information, Advice and Guidance

The following tables give an overview of the school's provision.



NEST

Area	Provision / Activity
Communication Skills	• Development of communication and attention skills through the Total Communication Approach – Makaton, visual communication systems and OOR. • Curiosity Programme. • Attention Autism. • Transitional Songs. • Speech and Language Therapy delivered at universal, targeted and specialist levels.
Problem Solving	• Group activities designed to develop early social skills. • Prepare for working or playing alongside peers. • Encourage sharing. • Support asking for help.
Teamwork	• Group activities designed to develop early social skills. • Prepare for working or playing alongside peers. • Encourage sharing. • Support asking for help.
Job-Themed / Vocational Learning	• FAWrient Express. • Saplings. • Topic hooks including 'Travel' and 'The Great Outdoors'.
Living Skills	• Montessori Life Skills activities embedded in the curriculum. • Visits to the FAWrient Express and Peggy's FAWtique. • Off-site visits using our Curriculum in the Community to inform appropriate pupil-specific visits.
Community Learning	• In the Community' assessment, which we use to promote pupils' access to the community. • Access to the FAWrient Express to help develop social skills and set expectations when accessing a food venue.

SENSE

Area	Provision / Activity
Communication Skills	• Development of personalised communication and attention skills through; • Informed by the communication hierarchy and SCERTS • Individualised AAC devices and idiosyncratic communications • Cause and effect • Intensive interaction • Positive Eye/CVI practice • Immersive learning • Speech and Language Therapy is delivered at either universal, targeted and specialist level.
Problem Solving	• Cause and effect, including switch and assistive technology. • Exploration, discovery and object permanence through sensory and experiential learning. • Anticipation and prediction through familiar routines, repetition and consistent cues. • Developing choice, control and agency through purposeful actions and communication. • Developing early cognition including memory, persistence, initiation and purposeful responses. • Appropriate processing time to independently explore, problem solve and respond. • Physical problem solving through MOVE, positioning and purposeful movement. • Developing early social problem-solving skills through working and playing alongside peers, turn-taking and sharing. • Developing communication strategies to seek support and ask for help. • Immersive and experiential learning to encourage curiosity, active exploration and problem solving. •
Teamwork	• Accepting support from others. • Respecting personal space. • Participating in collaborative tasks. • Sharing with peers. • Toleration of the wider community and unexpected events. • Participating in collaborative tasks and experiences

Job-Themed / Vocational Learning	• People who help us. • Community based experiential learning opportunities through access outside the classroom • School OLE – Outdoor learning opportunities • FAW PAWs Animal husbandry opportunities • Living skills lodge – Life skill opportunities • Fawrient express- Living skills, social skills and food and hygiene exposure. Immersive Sense exposure and opportunity • Shopping - Living skills, social skills Immersive sense exposure and opportunity
Living Skills	• Movement skills and Functional movement opportunities embedded into daily life. • Personal Care & independence. • themed life skills activities embedded within the curriculum. • Choice-making and expressing preferences. • Participation in personal care, dressing, eating and drinking routines. • Using AAC, switches and adapted equipment to develop independence and control. • Participation in everyday activities including cooking, tidying and gardening. • Developing anticipation and independence within familiar routines. • Community access to practise skills in meaningful real-life contexts. • visits to School tuck shop, Fawrient express , Living skills lodge
Accreditations	ASDAN Personal Progress Certificate.

ENGAGE

Area	Provision / Activity
Communication and Self Advocacy Skills	- Functional communication for choice, requesting, rejecting, help, pain, toileting, food/drink, emotions and finished. - Develop self-advocacy – communicating <i>no, stop, I don't like it, I need help</i>. - Practise communicating needs with different adults across school and community settings, including less-familiar adults where appropriate. - Develop the ability to identify and communicate needs before an adult identifies them, using Total Communication, Makaton, symbols and AAC as appropriate.
Problem Solving	- Provide real-life problems within everyday routines, such as finding items, accessing equipment, completing tasks or dealing with changes. - Develop the ability to recognise a problem, make a simple choice and identify a possible solution. - Teach pupils to recognise when they need help and communicate this appropriately. - Rehearse problem-solving across different environments while gradually reducing adult prompts so skills generalise into adulthood.
Teamwork	- Participate in shared practical activities and develop turn-taking, waiting and working alongside others. - Give pupils meaningful roles within group tasks, such as preparing, carrying, cleaning, eating or completing a shared activity. - Develop the ability to ask for, accept and offer help. - Community participation, including completing activities with others in public settings simulating a community.
Leisure, Hobbies & Quality of Life	- Identify and develop individual interests, hobbies and preferred activities. - Make meaningful choices about how and where they spend their free time. - Access and participate in leisure and social opportunities within the wider community. - Develop interests and activities that can continue into adulthood as hobbies, social opportunities and meaningful use of free time.
Living Skills	- Develop independence in personal care, toileting, dressing, cleaning and feeding. - Rehearse predictable routines to develop a sense of expectation and order to a day - Practise maintaining personal and shared living spaces, including tidying, washing, putting belongings away.. - Build skills that transfer towards supported living, with adult support gradually reduced.
Community Involvement	- Regularly access shops, cafés, leisure facilities, parks and other community venues. - Develop road safety, supported travel and personal safety, including walking, buses and other methods where appropriate. - Practise functional community skills including entering a shop, holding items and asking for help. - Develop the ability to recognise trusted adults and respond appropriately if lost, separated, worried or unsafe.

VIEW

Area	Provision/Activity
Communication Skills	• Development of communication through a total communication approach, which includes Makaton, visuals, Colourful Semantics and Intensive Interaction – all of which are bespoke to the learner’s communication preference. • Social communication through SCERTS. • Speech and Language Therapy delivered at universal, targeted and specialist levels. • Zones of Regulation / Interoception.
Problem Solving	• Key Skills Framework and numeracy tasks. • TEACCH. • Outdoor learning.
Teamwork	• Daily group activity as part of the TEACCH approach, with a key focus on working together, sharing and helping each other. • Outdoor learning and leisure activities. • Steps 4 Life framework.
Job-Themed / Vocational Learning	• 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. • 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 practise real-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	• Primary covers the following: weekly cooking and preparing snacks; dressing and personal care routines; organisation skills (personal items, e.g. coats and school equipment); shopping, travel and road safety awareness; and understanding money through numeracy lessons. • Secondary covers the following units: Living by Myself (laundry, personal hygiene, cleaning and recycling); Food, Glorious Food! (practical cooking, healthy eating, finding recipes, planning and safety); and Transport (researching and experiencing modes of transport, routes, and public transport rules and routines).
Community Learning	• Shopping trips. • Secondary – planning a trip.

APPLY

Area	Provision / Activity
Communication Skills	• 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 a topic-based approach, assessed via Key Skills. • Speech and Language Therapy delivered at universal, targeted and specialist levels.
Problem Solving	• Key skills and tasks: managing information; collecting equipment; applying thinking skills; and using creativity.
Teamwork	• Group work to create a shared purpose and achieve practical tasks and problem-solving challenges. • Pupils take on specific roles. • Undertaken through a range of topic-based approaches. • Assessed via Key Skills: making meals; developing ideas in the local environment; shopping; cooking; gardening; and participation in community events (e.g. Kent School Games).
Job-Themed / Vocational Learning	• Covered via curriculum topics and themes. • Covered through literacy texts and ASDAN Life Skills Challenge units. • KS3/4 focus: different job roles (e.g. police, doctor, dentist and key workers) linked to 'Safe Strangers'; investigating jobs pupils would like to do; pupils taking 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 the Site Team); and designing and creating their own garden.
Living Skills	• 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 and laundry. • Understanding money and managing a budget.

Accreditations	• ASDAN Life Skills Challenge.
Work Experience	• Job responsibilities in class and around school. • Horticulture sessions with a specialist teacher. • Weekly use of the kitchen to prepare meals.
Community Learning	• Planning a journey. • Reading a simple/adapted timetable. • Locating important places in the local community. • Visits from emergency services. • Trips into the local community.

FOCUS Primary

Area	Provision / Activity
Communication Skills	• Key Skills Framework and Literacy. • SCERTS, Makaton and Attention Autism. • Targeted talk time. • Speech and Language Therapy delivered at universal, targeted and specialist levels.
Problem Solving	• 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 and museum) to develop confidence. • KS3/4 focus: Maths curriculum – developing independence and understanding of worded problems (White Rose Programme); independent cooking – groups following recipes without adult support.
Teamwork	• Curriculum-based group work and PE. • Key skills: play skills, turn-taking and sharing. • Playtime – every moment matters. • Group and paired activities in the OLE or local community.
Job-Themed / Vocational Learning	• Gardening. • ‘People Who Help Us’ topic: role play and small-world play. • PSHE – People Who Help Us. • Job responsibilities within school.
Living Skills	• Independent skills: shopping; making own snack/breakfast; Tuck Shop visits; gardening; off-site visits; and using and applying money skills in the local community through Maths.

FOCUS Secondary

Area	Provision / Activity
Communication Skills	• Literacy across the curriculum. • SCERTS and Makaton. • Targeted talk time. • Speech and Language Therapy delivered at universal, targeted and specialist levels. • Regular one to one interviews with unfamiliar people.
Problem Solving	• 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	• Curriculum-based group work, PE and DT. • Cooking and 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's Award Scheme – expeditions. • Inter- and intra-school sport: Kent Disability Games, Panathlon Challenge, Dance Festival, competitions and tournaments.
Job-Themed / Vocational Learning	• Work experience in real working environments: Allotments, Café, Shop, Roastery and Community Engagement. • PSHE – People Who Help Us. • Preparing for Adulthood Lessons

Living Skills	• Preparation for Adulthood lessons. • Independent skills: shopping; making own snack/lunch; Tuck Shop visits; gardening; off-site visits using public transport; community visits (e.g. swimming); transitioning (e.g. classes based at Holmesdale); using and applying money skills through Maths; cooking; and budgeting for food shopping.
Accreditations	• City & Guilds English and Maths – Entry Levels, Level 1 and Level 2. • BTEC Home Cooking Level 1 (KS4). • AQA Unit Award Scheme. • BTEC E3 – Entry to Vocational Studies. • BTEC Digital Skills level 1 • Arts Award
1:1 Career Guidance	• Coaching and Mentoring (FAW).
Career Workshops, Fairs and Events	• KS4 – careers online information sessions. • Career workshops. • 1:1 Personal Guidance in Year 10 (vocational profile), Year 11 and Year 13. • Apprenticeship workshops. • DWP School Adviser.

READY

Area	Provision / Activity
Communication Skills	• 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	• Practical task-based challenges. • Developing ICT skills (safe storage, email and use of QR codes to access information and help). • Thinking skills (planning activities, trips and sessions). • 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	• Sports activities, including inter-competition (e.g. Kent School Games events, Panathlon Challenge and sports leagues). • House System – creating a sense of belonging through competitions such as the weekly House Point Challenge and students earning ‘reward’ house points for skills, achievements or attributes shown. • Group projects such as maintaining and growing the garden (RHS Level 5), allotment work and the Snodland Station project. • Daily use of the Skills Builder framework, embedded in the curriculum.
Job-Themed / Vocational Learning	• 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: Art and Design; Land Based; Home Cooking; Sport; Public Services; and Child Care. • DWP School Adviser. • Weekly work skills lessons with HR support.

Living Skills	• 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.
Accreditations	• BTEC Home Cooking Skills (Level 1 and Level 2). • Introductory Award (1 year) or Certificate (2 years) in: Art and Design; Sport; Land Based Studies; Public Services; and Child Care. • Students can choose a one-year or two-year pathway (Level 1). • ASDAN Personal Progress Diploma. • Functional Skills – English and Maths (EL1–L2).
Work Experience	• All students complete meaningful work placements matched to interests, strengths and future aspirations where possible • Opportunities available across a range of vocational and community settings • Development of workplace communication, teamwork and problem-solving skills • Experience of workplace expectations, routines and responsibilities • Building confidence, resilience and independence • Developing punctuality, reliability and professional conduct • Understanding workplace health and safety • Supported reflection and target setting • Preparation through a structured Work Skills curriculum covering: • Workplace conduct • First impressions • Workplace culture • Initiative • Accepting feedback • Rights and responsibilities • Interviews and CV writing
1:1 Career Guidance	• Career interviews with consultation from HR support • Coaching and mentoring (FAW) • Apprenticeship Team (TEP) • Work Skills lessons (FAW) • DWP School Adviser • Individual progression planning • Guidance linked to EHCP aspirations and Preparation for Adulthood outcomes • Support with applications, CVs and transition planning

Career Workshops, Fairs and Events	• Delivery on the World of Work, CV writing, job applications and interview skills • External Careers Fair • Kent Choices • Employability workshops • Workshops delivered by DWP • Employer encounters and guest speakers • Labour Market Information and career pathway exploration • Mock interview opportunities • Preparation for post-16 and post-19 pathways
Apprenticeship / Supported Employment	• Apprenticeship workshops and awareness sessions • Supported internship information and guidance • Targeted 1:1 support from careers advisers • Employer engagement activities • Individual progression planning • Guidance regarding supported employment opportunities • Support identifying realistic and achievable next steps
Visits to FE Providers	• Visits and taster days at Grow 19 (SPI) and local colleges • College open events and transition visits • Opportunities to explore post-19 pathways • Application support • Meetings with college support teams • Targeted enrichment activities to support transition planning
Community Learning	• Working with local businesses and organisations including Snodland Allotment and Larkfield Leisure Centre • Community Railway Support Project • Magistrate visits • Travel Awareness Training • Community enterprise opportunities • Accessing local services and facilities • Developing confidence in real-world environments • Building independence, communication and employability skills through community participation • Opportunities to engage with employers and members of the wider community • Daily use of the Skills Builder framework embedded throughout community-based activities