



**SIR WILLIAM BORLASE'S
GRAMMAR SCHOOL**

Careers Information, Advice and Guidance (CIAG) Policy & Careers Provider Access Statement

**Senior Leader Review Lead: Assistant Headteacher, Educational Visits
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*Inspire
Empower
Shape The Future*

Introduction and Rationale

Commitment

Sir William Borlase's Grammar School is committed to provide Careers Information, Advice and Guidance (CIAG) to students in years 7-13 in line with our statutory duty. We aim to provide an inclusive, effective and stable careers strategy which raises our students' aspirations throughout the entirety of their school career. All students have access to impartial and inspirational careers information, advice and guidance in accordance with section 42B of the Education Act 1997. The policy was written in light of the *Skills and Post-16 Education Act 2022*, which is an additional requirement for CIAG provision from January 2023. This legislation supersedes previous legislation and makes provision about functions of the Institute for Apprenticeships and Technical Education and relates to technical education qualifications; makes provision about student finance and fees; makes provision about assessments by the Office for Students; makes provision about the funding of certain post-16 education or training providers.

Vision and Values

Sir William Borlase's Grammar School is committed to being an inspirational learning environment for students and staff, empowering young people to fulfil their aspirations and ambitions; supporting them in developing the confidence to shape their own futures and in so doing, the future of the world around them. The school actively supports and encourages each individual student to develop their talents and realise their fullest potential in both academic and non-academic fields. The school aims to provide the quality of education to enable students to achieve their preferred next steps in further, higher education or employment.

Aims of the School's CIAG Policy:

- The aim of Sir William Borlase's Grammar School is to deliver high quality education, information, advice and guidance to enable every student to achieve the best possible educational and personal outcomes.
- The school is committed to providing an effective careers education programme that prepares students for their next steps in their education, training or employment. The school is committed to ensuring that students gain stimulating, inspiring and up to date information about a wide range of career pathways from sources including employers.
- Respond to the requirements of the "Baker Clause" and *Skills and Post-16 Education Act 2022*



- All aspects of provision actively avoid stereotyping and actively seeks to explore trends in particular sectors (eg women in STEM, Diversity in the workplace)

Careers Information, Advice and Guidance (CIAG)

For the purpose of this policy the following definitions have been used:

Information - Information is data on opportunities conveyed through different media, both mediated and unmediated, including face-to-face contact (individual, group, class, etc.), written/ printed matter, Software programmes such as Unifrog, websites, etc.

Advice - This involves helping a young person to understand and interpret information as well as providing information and answers to questions and clarify their understanding. Advice is given to advise them on their options or how to go about a given course of action; to identify needs and to signpost and refer young people who may need more in depth guidance and support. This includes guidance from a range of education and training providers for all pupils in year 7 to year 13, for the purpose of informing them about approved technical education qualifications or apprenticeships. Advisory work is usually done on a one-to-one basis but may be provided in small groups or class groups. Level 6 Careers Advice is provided by TS Ed Services.

Guidance - Guidance aims to support young people to better understand themselves and their needs; to confront barriers to understanding, learning and progression; to resolve issues and conflicts and to support them to develop new perspectives and solutions to problems, helping them better achieve their potential. Guidance may involve referral for specialist guidance and support.

Statutory context and legal duties

Introduction

This section sets out the statutory framework and legal duties that govern Careers Information, Advice and Guidance (CIAG) provision at Sir William Borlase's Grammar School. It ensures that our policy aligns with current UK legislation, statutory guidance, and best practice, supporting students to make informed, realistic decisions about their education, training and future careers.

Legal Duties

1. The Education Act 2011 (as amended)

Under the Education Act 2011, all maintained schools and academies in England are required to provide independent and impartial careers guidance to students in



Years 8–13. Our school complies with these provisions and ensures that careers guidance:

- Is presented in an impartial manner,
- Includes information on the full range of education and training options, including apprenticeships and technical routes,
- Is differentiated to meet the needs of all students,
- Is unbiased and free from external commercial influence.

2. The Technical and Further Education Act 2017

In line with this Act, our school must provide all students with access to impartial information about technical education and apprenticeships. We ensure that:

- Students receive up-to-date information on vocational and technical pathways,
- Parents and carers have access to appropriate information and opportunities for engagement.

Statutory Guidance

1. Careers guidance and access for education and training providers (Statutory Guidance, DfE, updated 2023)

This statutory guidance places a duty on schools to:

- Provide students in Years 7–13 with multiple opportunities to learn about technical education and apprenticeships through encounters with providers,
- Publish a provider access policy detailing how external education and training providers may access students to discuss approved post-16 options,
- Guarantee at least six provider encounters for all students, including at least two encounters with further education providers, two with employers or apprenticeship providers, and one with higher education representatives
- Keep a record of all provider engagements and ensure students and parents are informed of opportunities.

Our school fulfils these requirements by scheduling provider engagements into the CIAG programme, adhering to the required number of encounters, and embedding provider interaction into the curriculum where appropriate.

2. The Careers Strategy: Making the Most of Everyone's Skills and Talents (DfE, 2017)

This national strategy outlines expectations for careers education quality and access across schools and colleges. It emphasises:

- Strong leadership and clear strategy for careers provision,
- Independent, impartial advice for young people and their families,



- Robust measurement and evaluation of impact.

Our school aligns with this strategy by maintaining senior leadership oversight of careers provision, ensuring impartiality, and regularly reviewing progress against defined quality indicators.

Equality and Inclusion Duties

In accordance with the Equality Act 2010, all students must have equitable access to high-quality careers information, advice and guidance, regardless of gender, disability, ethnicity, sexual orientation, socio-economic status or background. The school is committed to:

- Challenging stereotypes and barriers that limit students' career aspirations,
- Providing reasonable adjustments for students with special educational needs and disabilities (SEND),
- Monitoring uptake of career activities by different student groups to ensure fairness and inclusivity.

Data Protection and Confidentiality

Careers guidance must adhere to the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018. The school's CIAG practices ensure that:

- Personal information about students is processed lawfully, securely and confidentially,
- Data shared with external providers is limited to what is necessary and handled in accordance with the school's data protection policies.

Monitoring and Review

This policy will be reviewed annually to ensure continued compliance with statutory requirements, changes in legislation, and emerging best practice. Amendments will be made in consultation with senior leaders, careers staff, governors, and relevant stakeholders.

Roles and Responsibilities

Careers Information, Advice and Guidance (CIAG) at SWBGS is primarily led by a trained Careers Lead, line managed by a member of the Senior Leadership Team and supported by the Headteacher. The programme is also supported by a wide range of staff as well as external advisors, as follows:

- Headteacher: Ed Goodall
- Assistant Headteacher: Seth Miall
- Careers Lead for SWBGS (trained): Caroline Wingrove



- Link Governor for Careers: Kally Kang-Kersey
- Head of Key Stage, Learning Mentors, Student Support Officers, STEM Coordinator, Literacy Coordinator, MFL Coordinator
- Careers Personal Advisor: The school provides access to a Level-6 qualified Careers Personal Advisor
- Buckinghamshire Skills Enterprise Co-ordinator for SWBGS: Susannah Edwards
- Enterprise Advisers for SWBGS: Abby Gelder, Kally Kang-Kersey
- Careers & Futures Prefects support the Careers Lead in a range of activities
- Alumni students and parents provide a range of CIAG (see Provider Access).

Careers Programme Overview (Years 7-13)

Careers Education: Careers Education is embedded in the curriculum via a range of planned activities for whole-year groups and groups of students, including through:

- PHSE, lecture series and Extension & Enrichment programmes
- Assemblies and tutor-time programmes
- Bucks Skills Show
- Extra-curricular and super-curricular programme including trips and visits
- 6th Form Futures Programme activities and events (eg university and employer talks, networking groups, workshops, employer Masterclass days)
- External courses and programmes (eg UCAT, BMAT, LNAT, Med, Vet, Oxbridge, conservatoires)
- Targeted employer encounters and workshops
- All staff have a responsibility to involve careers within their planned learning at subject level. They receive training in the form of CPD linked to Careers in the Curriculum.
- A detailed overview of the Careers Programme at Borlase is available on the school website.

Careers Information: Sir William Borlase's Grammar School is committed to ensuring students gain sufficient information to consider a wide breadth of career possibilities and support decision making. This is done through:

- The school provides comprehensive careers information and education and access to careers software and websites.
- Apprenticeship resources available via the Careers area of the website, at the STEM, Literacy and MFL libraries as well as online packages and websites.
- The school welcomes the requirements of the "Baker Clause" and Skills and Post-16 Education Act 2022. This legislation requires schools to provide students with "at least six encounters with a provider of approved technical education qualification or apprenticeships". The Y7-13 Careers programme now includes a presentation or external trip in each year involving an interaction with a different



apprenticeship provider. This includes UCAS & Apprenticeships show for Y11, and a University speaker on undergraduate apprenticeship opportunities.

- Academic Societies are aided in finding appropriate employers to present to them.
- Labour market information (LMI) is provided to students through Unifrog, ad hoc careers events, assemblies and via the Careers website to ensure they remain informed as to the current employment trends.
- LMI is communicated to parents via the Classroom to Careers newsletter.
- The whole of KS5 will be given an opportunity to visit two Universities.
- Information and opportunities are highlighted to students via the SWBGS careers website, students' Google Classroom notifications and assemblies, individual discussions with Key Stage staff, learning resource staff and the Careers Lead.

Personal guidance and tracking

- At appropriate times in their journey through school, guidance informs students about approved technical education qualifications or apprenticeships.
- All students in Y11 receive appointments and bespoke guidance using a Level-6 advisor, including referring to Apprenticeships, University routes. SEND and PP students are prioritised, and referred as appropriate for further advice.
- All students in Y11, 12 & 13 have the opportunity to speak to a Level-6 advisor, including referring to Apprenticeships, University and conservatoire routes, and discussing direct entry to work post Y13. SEND and PP students are prioritised.
- Careers audit leading to Level-6 Advisor facilitated network groups (Y11 and 12)
- Careers Lead guidance, focused on Unifrog
- UCAS and Futures mentoring
- Any student in years 7 to 13 can self refer and request an appointment with our independent careers advisor. In addition any member of staff can also refer a student for an appointment at any time to assist them with the journey through school and beyond.
- School and student activity is tracked in Unifrog, showing coverage of CIAG across the curriculum and student and cohort level. This helps to deploy resources to areas of need. An audit of student interactions will take place to ensure the appropriate contact with a wide variety of employers and opportunities.

Work experience and employer engagement

- Sir William Borlase's Grammar School is committed to ensuring that vocational training and apprenticeships are promoted through all aspects of CIAG provision. These include Futures information events, Bucks Skills Show, and through Level 6 1:1 appointments.
- Opportunities are provided that expose students to the skills and knowledge required in real work situations in various sectors. Planned opportunities include



visiting speakers, workshops during 6th Form Masterclasses, Enrichment Days, STEM activities, College and University taster days, assemblies and PSHE lessons. In addition the whole of KS3 take part in a Mini Masterclass event with employers.

- Students undertake an experience of the workplace in Year 10 through a virtual or live day.
- Year 12 & 13 Students are supported by the Careers Lead and Level 6 Careers Advisor to find relevant work experience placements in Year 12. (School Holidays are preferred but provision is made for students to take opportunities when they are available).
- Sixth Form students with regular work experience commitments e.g. primary school mentoring, hospice, care homes, may leave school if they have non-contact time.
- Many educational trips also include opportunities for students to engage with an employer and/or experience different forms of workplace.
- We work closely with Alumni, local and national businesses to provide meaningful opportunities for our students.
- We make reasonable and appropriate adjustments in the support for our SEND or any student requiring unique consideration during all phases of their work experience. We ensure that the student and family are aware of reasonable adjustments that should be made by the school and the employer.
- We record and track our students' work experience through Unifrog.

Monitoring, evaluation and destination data

- School and student activity is tracked in Unifrog, showing coverage of CIAG across the curriculum and student and cohort level. This helps to deploy resources to areas of need. An audit of student interactions will take place to ensure the appropriate contact with a wide variety of employers and opportunities.
- Termly audit of provision against Gatsby Benchmarks, reported to Bucks CEC and PDW Committee.
- The Careers Programme is reviewed annually, and a needs analysis is carried out to ensure that it meets current demand.
- The majority of students apply to their future destination using the 'UCAS Hub' and we draw accurate destination information from this.
- We use our one-to-one mentor program to record students applying for Non-UCAS destinations and record their information.
- We record each leaving years' final destinations in a single spreadsheet.
- This policy was written with guidance from the General Data Protection Regulation coming in place in May 2018. Confidentiality is an important aspect for students, parents and staff and student records should be shared only as appropriate.



Policy Review

SWBGS aims to review its CIAG Policy on an annual basis with feedback from staff, parents and students.

Linked policies

This policy refers to and/or is linked to the following other school policies:

Curriculum Policy

PSHE Policy

Educational Visits Policy

Safeguarding and Child Protection Policy

Appendix 1: Gatsby Benchmarks

Sir William Borlase's Grammar School is committed to working toward all the [Gatsby Benchmarks](#) and will continue to assess our progress against these criteria. Reviews are termly and reported to the Governors PDW committee, who take an active role in our careers programme. Parents and carers are also actively encouraged to support their children's careers-related experiences. The Benchmarks are as follows:

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| 1. A stable careers programme - Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers. | Every school should have a stable, structured careers programme that has explicit backing of the SLT. The careers programme should be published on the school's website. The programme should be regularly evaluated with feedback from pupils. | Sir William Borlase will publish an annual overview of activities on the website and review them against this policy document . Students are asked regularly to evaluate activities and experiences. Parents, Teachers and Employers are asked for feedback on experiences. The team around Careers is extensive, including a dedicated Careers Lead, Assistant Headteacher strategic lead, Level 6 advisor, subject-level support staff, Careers & Futures prefects. |
| 2. Learning from career and labour market information - | During each Key Stage, all pupils should access and | Sir William Borlase will continue to deliver high |



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| <p>All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.</p> | <p>use information about careers, pathways and the labour market to inform their own decisions on study options or next steps. Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.</p> | <p>quality information via the use of www.unifrog.com as well as Careers and LMI assemblies led by CEC Enterprise Advisors and the range of forum summarised in LMI is published in the 'Classroom to Careers' Newsletter.</p> |
| <p>3. Addressing the needs of each pupil - pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.</p> <p>Compass + wording = Learners have different careers guidance needs at different stages. Careers programmes should help learners navigate their</p> | <p>A School's career programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to children, and decisions. All pupils should have access to these records. Schools should collect and maintain accurate data for each pupil on education and training destinations.</p> | <p>Sir William Borlase undertakes auditing each year, including Compass +, to measure careers programme. The audit demonstrates differentiated approaches and opportunities across year groups, including for disadvantaged young people. For example Options evening in Year 8 provides information linked to option subject choices; the Futures evening in Year 12 provides detailed information about universities, apprenticeships and other</p> |



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| <p>concerns about any barriers to career progression or progression pathways. In addition, opportunities should be tailored to the needs of each learner, including any additional needs of vulnerable and disadvantaged learners, young people with SEND and those who are persistently absent.</p> | | <p>training. This is then supported in PSHE lessons and in a subject specific mentor assigned in Sixth Form.</p> <p>We challenge stereotypes e.g we take part in a range of women in science programmes and have male dance and creative industries role models. All students that are given careers advice receive an action plan and are encouraged to use this when deciding on their next steps.</p> |
| <p>4. Linking curriculum learning to careers - As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.</p> | <p>Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers.</p> <p>Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.</p> | <p>Sir William Borlase continues to deliver the highest quality learning in STEM careers within the classroom and outside of the classroom. The Crest Award programme is just one of the areas where students explore a range of routes within STEM. STEM is widely encouraged with STEM senior prefects holding important roles in the school.</p> <p>Visiting speakers will continue to address students at every Key Stage. The Heads of Department ensure that careers within their respective areas are covered ensuring continued</p> |



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| | | awareness of the breadth of opportunity available in all fields. Staff training is provided by the CEC. |
| 5. Encounters with employers and employees - Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes. | <p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.</p> <p>The Encounters will be meaningful:</p> <ul style="list-style-type: none"> • have a clear purpose, which is shared with the employer and the students • be underpinned by learning outcomes that are appropriate to the needs of the young person • include opportunities for two-way interactions between the young person and the employer • be followed by time for the young person to reflect on the insights, knowledge or skills gained through the encounter | <p>At Sir William Borlase we hold assemblies with inspirational speakers such as writers, scientists, explorers; experiences with business leaders are also made available through the year groups.</p> <p>KS3 takes part in a meaningful and interactive employer event which is Mini Masterclass. There is a further programme of opportunities in year 9 and 10. In Year 12, students have a day off timetable Masterclass sessions delivered by professionals from a range of careers. Year 9 will have access to the Bucks Skills show to introduce them to the wide variety of careers.</p> <p>The Academic Societies programme brings in a wealth of external speakers across a range of careers from medicine to politics. Students are guided to a range of tailored residential and non-residential options as appropriate ranging from work experience to</p> |



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| | | university residential programmes. |
| 6. Experiences of workplaces- Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks. | By the age of 16 every pupil should have at least one experience of the workplace, additional to part-time jobs. By the age of 18, every pupil should have had at least one further experience. | At Sir William Borlase workplace visits will continue to take place with a particular focus on year 12 and 13 where they help inform the options students will need to make. Sixth Form students are supported to find their own work experience opportunities to develop their skills. A work experience day takes place in Year 10, with a focus on transferable skills for work |
| 7. Encounters with further and higher education - All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace. | All students should understand the full range of pathways and learning opportunities available to them. This includes academic, vocational and apprenticeship routes and learning in schools, colleges, universities and the workplace. By the age of 16, every pupil should have had a meaningful encounter with providers covering the full range of learning opportunities. By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students. | At Sir William Borlase we run a full programme of encounters with Apprenticeship providers for all year groups, in accordance with 'Baker Clause' statutory requirement. The Y8-13 Careers programme includes a presentation or external trip in each year involving an interaction with a different apprenticeship provider. This includes a UCAS & Apprenticeships show for Y11, and a University speaker on undergraduate apprenticeship opportunities. Several university open day trips |



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| | | are run in Year 12, and leave of absence requests accepted for up to two additional university visits in the sixth form. |
| 8. Personal guidance- Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. Personal guidance should be expected for all pupils but should be timed to meet their individual needs. | Every pupil should have had at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18. | Sir William Borlase students will continue to access Level 6 careers advice as well as introducing the National Careers Service to PSHE lessons for years 7-11. Level 6 advisor offers 1-2-1 appointments with a follow up report for students to keep on file. Students and parents are directed towards Morrisby and supported with interpreting reports by the Careers Lead. Professionals from a range of specialised fields visit the school to provide mock interviews and guidance interviews in year 12/13. In Year 11, student are coached by a level 6 Advisor advisor in network groups according to Careers preferences. Priority provision is made for SEND, PP, and underperforming students. |

Appendix 2: Careers Provider Access Statement

Policy Statement Introduction and Rationale

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer.



Legal context and statutory duties

- Section 42B of the Education Act 1997: Requires schools to publish a provider access statement and allow access to pupils for providers of technical education and apprenticeships.
- Skills and Post-16 Education Act 2022: Strengthens the duty by mandating six provider encounters across key phases.
- Section 45A of the Education Act 1997: Schools must have regard to statutory guidance when fulfilling this duty.
- Gatsby Benchmark 7: Requires meaningful encounters with employers and providers.
- Equality Act 2010: Schools must ensure equitable access to all pathways, avoiding bias toward academic routes.

Commitment to impartial careers education

At SWBGS we are committed to providing a planned, progressive and impartial careers education programme that supports all pupils to make informed choices about their future pathways. Our careers provision is student-centred and designed to meet the needs of all learners, regardless of background, gender, ability or aspiration.

Students are provided with accurate, up-to-date and impartial information about the full range of education and training options available to them. This includes academic pathways, technical education, apprenticeships and other vocational routes. No particular pathway, provider or destination is promoted over another.

In line with the Gatsby Benchmarks and statutory guidance, SWBGS ensures that pupils have opportunities to hear directly from a range of education and training providers through meaningful encounters. These encounters enable students to explore different pathways and understand the progression routes available, supporting them to make well-informed decisions about post-16 and post-18 options.

Pupil entitlement

Pupil Entitlement: All pupils in years 7 - 13 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point
- To hear from a range of providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events, as described in the “Baker Clause” and Skills and Post-16 Education Act 2022
- To understand how to make applications for the full range of academic and technical courses.



Procedures and management of provider access requests

Procedure: A careers provider/employer/apprenticeship provider wishing to request access should contact: Mrs Caroline Wingrove, Careers Lead. Telephone: 01628 816 500
Email: cwingrove@swbgs.com.

Grounds for granting/refusing access

In accordance with the Baker Clause and the Provider Access Legislation (Section 42B of the Education Act 1997), SWBGS will grant education and training providers access to pupils to inform them about approved technical education qualifications and apprenticeships. A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and /or their parents/carers. Please see our CIAG policy above for more information.

Access requests will be considered where the provider's offer supports the delivery of an impartial, high-quality careers education programme and is in the best interests of pupils. Decisions will be made fairly and transparently and will not be based on a preference for one education or training pathway over another.

Access is likely to be granted where the provider:

- Offers accurate, up-to-date and impartial information about education or training pathways, including technical education and apprenticeships
- Engages with pupils in an age-appropriate manner that supports informed decision-making
- Complements the school's planned careers programme and Gatsby Benchmark commitments
- Meets the school's safeguarding, health and safety and visitor requirements

Access may be refused or restricted where:

- The request cannot be reasonably accommodated within the school timetable or planned careers programme
- The provider is unable or unwilling to deliver information in an impartial, non-promotional way
- The content is not appropriate to the age, needs or circumstances of pupils
- Safeguarding, health and safety or visitor requirements are not met

Any refusal or restriction of access will be in line with statutory guidance and will not prevent pupils from receiving information about the full range of approved education and training pathways, including technical education and apprenticeships.



Premises, facilities and resources available to providers

The school will make large spaces, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Lead or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Lead.

Safeguarding and supervision arrangements

Our Safeguarding & Child Protection policy outlines the school's procedure for checking the identity and suitability of visitors. Education and training providers will be expected to adhere to this policy. Visitors must be supervised by school staff in line with our Safeguarding & Child protection policy and procedures.

Monitoring and evaluation

At Borlase we operate continuous monitoring and evaluation of our programme and activities including having clear objectives and outcomes. We use a variety of methods to capture our evaluations depending on the activity, event and overall objectives including:

- Student, parent and provider feedback
- Using tracking destination data and future career pathways of students to measure the impact of the programme

Students may also be offered the opportunity to request additional information or support following an event or activity to ensure their needs can be met.

Links to careers programme and Gatsby Benchmarks

Please find details of our careers programme and Gatsby Benchmarks, and how we meet these, in our CIAG policy above.

