

Qualifications, Outcomes & Pathways

Outcomes & Progression



Table of Contents

Foundations

| | |
|------------------------|----|
| 🔗 Core Principle | 04 |
| 🔗 Qualification Routes | 05 |

| | |
|-----------------------------------|----|
| 01 EHCP-Aligned Outcomes | 06 |
| 1.1 All pathways are informed by: | 07 |
| 1.2 Progress | 07 |

| | |
|---|----|
| 02 Relational, Regulation & Wellbeing Outcomes | 08 |
| 2.1 Relational, Regulation and Wellbeing Outcomes | 09 |
| 2.2 Attendance as an Outcome | 09 |

| | |
|---|----|
| 03 Employability and Contribution to Society Through CEIAG | 10 |
| 3.1 Pupil and Parent Voice | 11 |
| 3.2 Skills developed | 11 |
| 3.3 Aligning Employability & Developmental Readiness | 12 |
| 3.4 Fostering Aspiration and Social Responsibility | 12 |
| 3.5 Relational, Regulation and Wellbeing Outcomes | 13 |
| 3.6 Personalised Guidance and Realistic Destinations | 13 |
| 3.7 Preparation & Community Engagement | 14 |

Table of Contents

| | | |
|-----------|---|--------|
| 04 | CEIAG Alignment to Gatsby Benchmarks | 15 |
| | 4.1 CEIAG Alignment to Gatsby Benchmarks | 16 -17 |
| 05 | Alignment to EHCP Section F | 18 |
| | 5.1 Special Educational Provision | 19 |
| 06 | Delivery and Monitoring | 20 |
| | 6.1 How Provision is Delivered | 21 |
| | 6.2 Monitoring and Impact | 21 |
| 07 | Conclusion | 22 |

Our Core Principles



Success at LCE Academy

At LCE Academy, success is defined broadly and meaningfully. While academic qualifications are important for some pupils, they are not the sole measure of progress. For children navigating complex Social, Emotional, and Mental Health (SEMH) challenges, traditional academic metrics can become a barrier. Many of our pupils arrive with fragmented educational journeys or negative experiences in mainstream settings.

Consequently, our definition of achievement encompasses the whole child. Sustainable learning requires a baseline of safety, emotional stability, and mutual trust. Progress is therefore celebrated through vital milestones, such as emotional regulation, improved attendance, and positive relationships, which build the foundation for future success.

Given the SEMH profile of the cohort, the school prioritises:

- ◉ Regulation and emotional wellbeing
- ◉ Attendance and engagement
- ◉ Social, relational and employability skills
- ◉ Preparation for adulthood and positive contribution to society

Qualification Routes

Where appropriate, pupils may access:

- Parents and carers of current pupils
- Individuals or organisations with a legitimate interest in the school
- Members of the public raising concerns about school provision

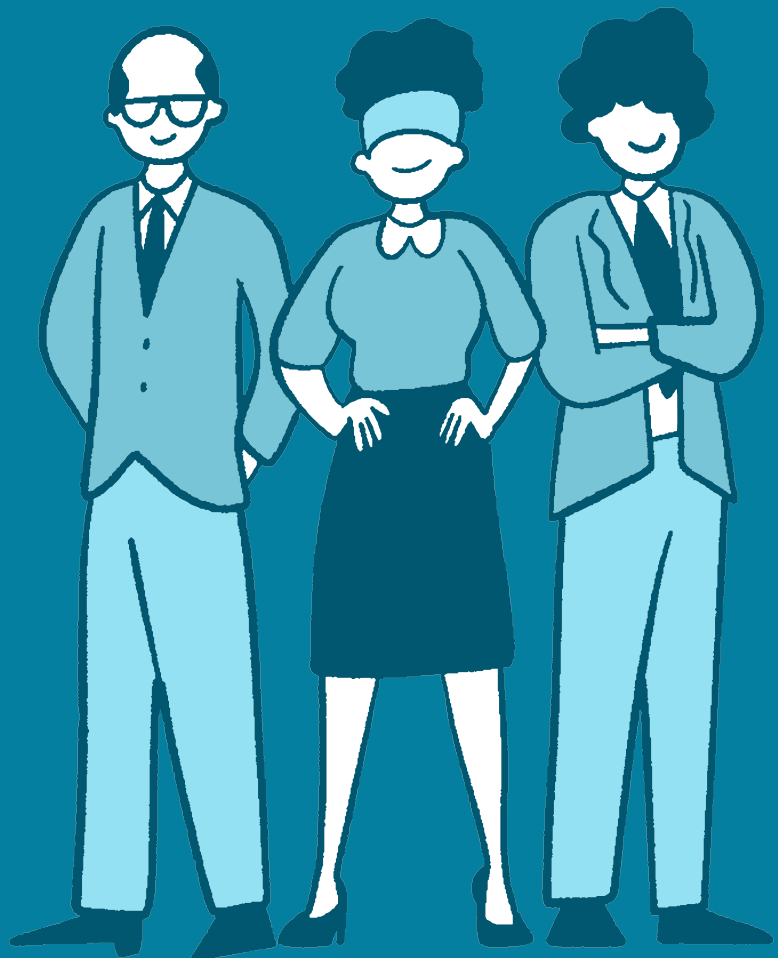
These routes allow:



These routes build immediate confidence by breaking learning down into manageable, small-step successes. By ensuring every milestone is recognised and celebrated, we maintain a positive cycle of progress. Ultimately, this delivers meaningful motivation through accessible, tailored accreditations that empower our pupils to succeed.

01

EHCP-Aligned Outcomes



1.1 All pathways are informed by:

To ensure every pupil receives targeted, individualised support, all of our pathways are structured around a continuous cycle of evaluation:

- EHCP agreed outcomes
 - Baseline assessment
 - Ongoing review
-

1.2 Progress includes:

Through this personalised approach, we witness and celebrate meaningful growth in areas crucial to adult life:

- Improved regulation and emotional resilience
- Increased attendance and sustained engagement
- Development of independence and self-management
- Positive relational behaviours

02

Relational, Regulation & Wellbeing Outcomes





2.1 Relational, Regulation and Wellbeing Outcomes

At LCE Academy, we recognise that emotional stability is the absolute foundation of all learning. Therefore, success is measured not just by academic output, but by a pupil's profound personal and therapeutic development. Success at LCE Academy includes:

- Ability to form and maintain positive relationships
- Improved self-regulation and coping strategies
- Increased confidence and sense of belonging
- Reduced incidents of disengagement or refusal

2.2 Attendance as an Outcome

For many pupils, attendance itself is a significant success measure. The school recognises:

- Ability to form and maintain positive relationships
- Improved self-regulation and coping strategies
- Increased confidence and sense of belonging
- Reduced incidents of disengagement or refusal

03

Employability and Contribution to Society Through CEIAG





3.1 Pupil and Parent Voice

Our curriculum is purposefully designed to look beyond traditional academic boundaries, focusing instead on equipping pupils with the essential life skills and personal attributes needed for a fulfilling future. By providing a structured, supportive, and highly personalised learning environment, we ensure that every young person is empowered to transition successfully into the wider world. Ultimately, the curriculum supports pupils to become:

- **Positive contributors to their communities**
- **Prepared for employment, training or further education**
- **Able to work with others, follow routines and take responsibility**

3.2 Skills developed include:

- **Communication and teamwork**
- **Reliability and punctuality**
- **Problem-solving and adaptability**



3.3 Aligning Employability with Developmental Readiness

Careers Education, Information, Advice and Guidance (CEIAG) plays a central role in preparing pupils to become positive contributors to society and to progress into employment, training, or further education. In an SEMH context, CEIAG is explicitly aligned with pupils' developmental readiness, recognising that employability is built through regulation, relationships, and responsibility before it is demonstrated through qualifications.

3.4 Fostering Aspiration and Social Responsibility

Through a structured and individualised CEIAG programme, pupils are supported to understand the purpose of work, the range of pathways available to them, and how individuals contribute to their communities through employment and service. Learning is rooted in local and realistic opportunities, helping pupils to develop a sense of belonging, aspiration, and social responsibility.



3.5 Relational, Regulation and Wellbeing Outcomes

CEIAG provision supports pupils to develop the transferable skills required for successful next steps, including communication, teamwork, reliability, punctuality, and problem-solving. Pupils are explicitly taught workplace expectations such as following routines, working with others, responding to feedback, and taking responsibility for their actions. These skills are reinforced through work-related learning, employer encounters, and reflective discussions that help pupils make connections between behaviour, choices, and real-world outcomes.

3.6 Personalised Guidance and Realistic Destinations

Individual careers guidance ensures that pathways are carefully matched to pupils' strengths, needs, and Education, Health and Care Plan outcomes. This includes preparation for further education, apprenticeships, supported employment, or training routes, with a strong focus on sustained and appropriate destinations rather than aspirational but unrealistic outcomes.



3.7 Preparation for Adult Life and Community Engagement

pupils leave the school better prepared for adult life, with increased confidence, self-awareness, and the practical skills needed to engage positively with education, employment, and their wider community. Upon leaving the academy, the impact of this provision is clear:

- **Equipped for Adult Life:**
- **Practical Workplace Skills**
- **Active Community Engagement**

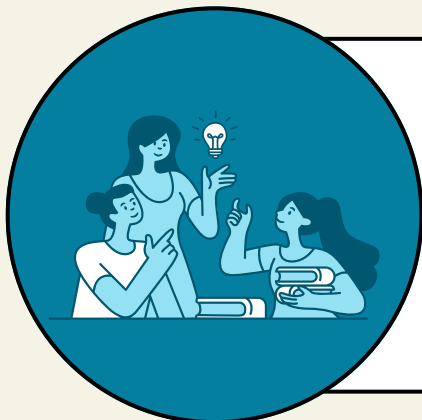
04

CEIAG

Alignment to Gatsby Benchmarks



CEIAG ALIGNMENT TO GATSBY BENCHMARKS

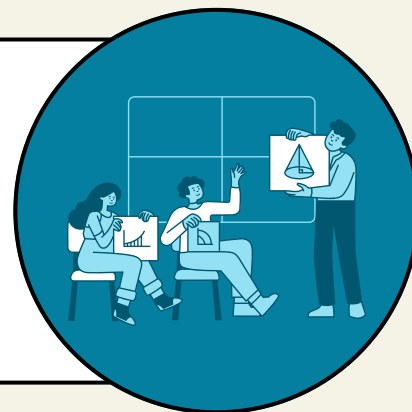


01. GATSBY BENCHMARK 1: A STABLE CAREERS PROGRAMME

CEIAG is delivered through a planned and sequenced programme that is embedded across the curriculum and wider school offer. The programme is tailored to the needs of pupils with SEMH and is reviewed regularly to ensure it remains relevant, accessible, and aligned with pupils' readiness for future pathways.

02. GATSBY BENCHMARK 2: LEARNING FROM CAREER AND LABOUR MARKET INFORMATION

Pupils are supported to explore realistic and local employment, training, and further education pathways. Careers learning focuses on understanding roles, expectations, and progression routes rather than abstract job titles, supporting informed and achievable decision-making.



03. GATSBY BENCHMARK 3: ADDRESSING THE NEEDS OF EACH PUPIL

Careers guidance is individualised and closely aligned to pupils' strengths, needs, interests, and Education, Health and Care Plan outcomes. Planning recognises the impact of SEMH needs on employability and prioritises sustained, appropriate destinations over aspirational but unsuitable pathways.

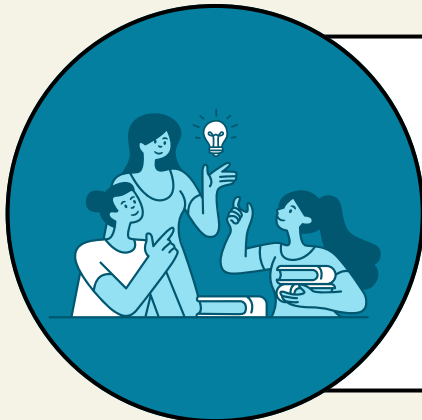


04. GATSBY BENCHMARK 4 LINKING CURRICULUM LEARNING TO CAREERS

Employability skills such as communication, teamwork, reliability, punctuality, and problem-solving are explicitly taught and reinforced across the curriculum. Pupils are supported to understand how these skills link directly to workplace expectations and future opportunities.



CEIAG ALIGNMENT TO GATSBY BENCHMARKS

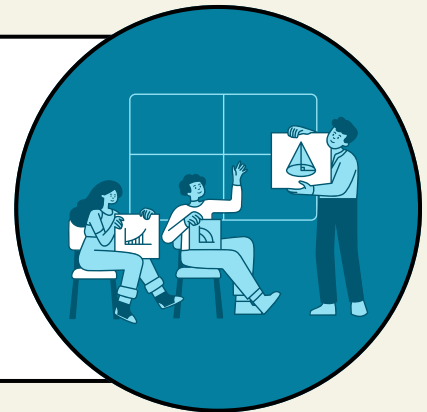


05. GATSBY BENCHMARK 5: ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

Where appropriate, pupils engage with employers, training providers, and community organisations through visits, guest speakers, and work-related learning. These encounters are carefully prepared and supported to ensure they are developmentally appropriate and positive.

06. GATSBY BENCHMARK 6: EXPERIENCES OF WORKPLACES

Pupils access graduated work-related learning opportunities that reflect their readiness and needs. These experiences focus on developing routines, responsibility, and confidence in real-world settings, with reflection used to consolidate learning and address challenges.



07. GATSBY BENCHMARK 7: ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

Pupils are supported to explore post-16 and post-18 pathways, including further education, apprenticeships, supported internships, and training routes. Encounters are planned to reduce anxiety and support successful transitions.



08. GATSBY BENCHMARK 8 PERSONAL GUIDANCE

All pupils receive individual careers guidance from appropriately trained staff. Guidance supports pupils to plan next steps, understand support arrangements, and develop realistic and sustainable progression routes.





05

Alignment to EHCP Section F



5.1 Special Educational Provision

Careers Education, Information, Advice and Guidance (CEIAG) forms part of the special educational provision required to meet pupils' social, emotional, and mental health needs and to prepare them for adulthood.

CEIAG provision supports pupils to:

- **Develop communication and interaction skills required for employment and further education, including working with others, using appropriate language, and responding to feedback.**
- **Build emotional regulation and resilience through structured routines, predictable expectations, and supported exposure to real-world settings.**
- **Develop independence, responsibility, and self-management, including punctuality, attendance, and preparation for learning and work.**
- **Understand and practise problem-solving and adaptability, supporting pupils to manage change, setbacks, and transitions.**
- **Develop confidence, self-awareness, and a positive sense of identity as contributors to their communities.**

06

Delivery and Monitoring





6.1 Provision Is Delivered Through:

- Individualised careers guidance aligned to EHCP outcomes and Preparing for Adulthood pathways.
- Structured work-related learning and employer encounters that are scaffolded and supported.
- Ongoing reflection and review to ensure provision remains appropriate and responsive to pupils' needs.

6.2 Monitoring and Impact

The impact of CEIAG provision is monitored through pupils' engagement, behaviour, independence, and readiness for next steps, with a focus on achieving sustained and appropriate post-16 outcomes.



CONCLUSION

LCE Academy is committed to ensuring that all qualifications, outcomes, and progression pathways are managed rigorously, equitably, and transparently. Through clear Gatsby Benchmark alignment, defined EHCP Section F provision, and regular progress reviews, the school seeks to prepare pupils constructively for adulthood while maintaining the trust and confidence of parents, carers, and the wider community.

This policy reflects the Academy's dedication to accountability, continuous improvement, and the highest standards of professional practice. The Academy values holistic development and views robust outcome tracking as an important part of sustaining a positive and supportive school environment.

Contact Information

Phone 07446417002

Website lceacademy.co.uk

Email sam@lifechangingeducation.uk

Social Media @lifechangingeducation

Address Unit 4, Howarth Court
Oldham Broadway
Business Park,
Lancashire, OL9