

LCE ACADEMY

Qualifications, Outcomes, and Progression Pathways: The Gatsby Benchmarks & EHCP Framework

1. Core Approach & Philosophy

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. Given the Social, Emotional, and Mental Health (SEMH) profile of the cohort, the school explicitly prioritises: regulation and emotional wellbeing, attendance and engagement, social, relational, and employability skills, and holistic preparation for adulthood with positive contributions to society.

Strategic Focus Areas:

- **EHCP Alignment:** All pathways are directly informed by Education, Health and Care Plan agreed outcomes, detailed baseline assessments, and adaptive ongoing reviews.
- **Holistic Outcomes:** Tracking milestones across emotional resilience, self-regulation, relationship-building, and transitional readiness alongside academic milestones.
- **Attendance Framework:** Recognising progression incrementally—from non-attendance to partial or phased attendance—ensuring access to learning without distress.

2. CEIAG Mastery & Gatsby Benchmarks Alignment

Careers Education, Information, Advice and Guidance (CEIAG) plays a central role in preparing pupils to become active contributors to society. In an SEMH context, CEIAG is explicitly aligned with pupils' developmental readiness, recognizing that employability is built through stability, regulation, and self-awareness before it is demonstrated via formal qualifications.

Gatsby Benchmark 1: A Stable Careers Programme

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

Gatsby Benchmark 2: Learning from Career and Labour Market Information

Pupils are supported to explore realistic, sustainable, and local employment, training, and further education pathways. Careers learning explicitly focuses on deeply understanding practical workplace roles, environments, expectations, and clear progression routes rather than abstract, decoupled job titles.

Gatsby Benchmark 3: Addressing the Needs of Each Pupil

Careers guidance is individualised and aligned precisely to pupils' strengths, special educational needs, personal interests, and EHCP outcomes. Planning robustly accounts for the impact of SEMH needs on continuous employability, prioritising sustained, scaffolded destinations over aspirational but highly unstable pathways.

Gatsby Benchmark 4: Linking Curriculum Learning to Careers

Transferable employability skills—specifically communication, collaborative teamwork, absolute reliability, workplace punctuality, and adaptive problem-solving—are explicitly taught and reinforced across all academic and vocational curricula. Pupils are systematically shown how classroom dynamics mirror workplace professional standards.

Gatsby Benchmark 5: Encounters with Employers and Employees

Where developmentally appropriate, pupils engage with regional employers, vocational training providers, and vital community organizations through field site visits, guest speakers, and work-related simulation blocks. Every individual encounter is carefully prepared, scaffolded, and supported by specialized staff to guarantee a positive outcome.

Gatsby Benchmark 6: Experiences of Workplaces

Pupils access graduated, micro-scaled work-related learning opportunities reflecting their immediate stability metrics. These experiences focus primarily on developing structural routines, functional responsibility, and situational confidence in real-world settings, using clinical reflection to consolidate learning and conquer emergent challenges.

Gatsby Benchmark 7: Encounters with Further and Higher Education

Pupils are actively guided to explore post-16 and post-18 options, including further education colleges, apprenticeships, supported internships, and specialized adult training routes. Structural encounters and campus site tours are meticulously planned to minimize transitional anxiety and ensure high-retention transitions.

Gatsby Benchmark 8: Personal Guidance

All pupils receive highly personalized, individual careers guidance from appropriately trained and accredited practitioners. Guidance frameworks help pupils build clear personal next-steps, clarify critical support arrangements, and operationalize realistic, resilient career pathways.

3. Special Educational Provision (EHCP Section F Alignment)

CEIAG forms an explicit part of the special educational provision required to address pupils' social, emotional, and mental health challenges while accelerating their readiness for adulthood. The target tracking is broken down systematically below:

Development Domain	Targeted Provision & Structured Outcomes
Communication & Interaction	Developing specialized skills required for professional or academic integration, focused on collaborative peer-work, professional language registers, and constructive feedback integration.
Emotional Regulation	Building psychological resilience and situational coping capacities via highly predictable structural routines and safe, staff-scaffolded real-world exposure blocks.
Independence & Management	Fostering deep accountability patterns, including personal time-management, high-standard punctuality, physical preparation for work, and self-advocacy.
Adaptability & Transition	Explicit training in cognitive flexibility, problem-solving under pressure, and safely navigating structural micro-changes, environmental adjustments, or macro-transitional events.

Delivery Methodologies & Impact Accountability

Provision is consistently driven through custom individual careers guidance protocols mapped directly onto the *Preparing for Adulthood* (PfA) structural pathways. Every interaction is evaluated through active engagement metrics, behavior stabilization patterns, and self-management metrics, focusing relentlessly on ensuring appropriate, high-retention post-16 placements.