



CAREERS, WORK EXPERIENCE AND DESTINATION TRACKING LOCAL PROCEDURES

Aurora Boveridge College

Please refer to the main Policy A166

0. Summary of changes since previous version of policy

- New Policy

HOW TO USE THIS DOCUMENT

This policy sets out the local procedures for careers education, information, advice and guidance (CEIAG), work experience, provider access and destination tracking at Aurora Boveridge College.

The sections below are LOCAL PROCEDURES which individual schools have customised before adoption to reflect their specific setting, cohort, employer relationships, local authority context and local careers programme.

1. Policy Statement

Aurora Boveridge College is committed to ensuring that every pupil and student receives a high-quality, personalised and progressive careers programme which prepares them for adulthood, raises aspirations and supports successful transition into further education, employment, training, volunteering, supported employment or independent living pathways.

This policy governs careers education, information, advice and guidance, work-related learning, work experience, employer encounters, provider access arrangements and destination tracking across our schools and colleges. It is underpinned by a commitment to high ambition: we do not limit pupils' aspirations based on assumptions about their SEND, disability, prior attainment or background.

The policy applies to all careers and workplace-related activity, including but not limited to: careers curriculum, independent careers guidance, employer encounters, workplace visits, work placements, work shadowing, virtual workplace activities, supported internships, traineeships, enterprise activities, provider access events, transition planning and destination follow-up.

2. Aims and Objectives

This policy aims to ensure that careers education, work experience and destination tracking:

- Enable learners to understand their own skills, values, interests, strengths and aspirations
- Help pupils navigate the diverse career, education, training, supported employment and independent living opportunities available to them
- Is meaningful, structured and progressive across Key Stages 3, 4 and post-16
- Contributes to each young person's preparation for adulthood, employment and independent living
- Enables schools and colleges to evidence Gatsby Benchmark 6 (Experiences of Workplaces) and broader careers programme quality
- Is delivered safely, with robust safeguarding and risk management in place throughout
- Is planned and reviewed in genuine partnership with pupils, families, employers and relevant professionals
- Ensure destination data is recorded, reviewed and used to evaluate the impact of provision and identify where additional transition support is required
- Support learners to become confident, resilient, informed, self-aware, enterprising and proud of their achievements
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3. Legal Framework and Statutory Duties

This policy is informed by and must be read in conjunction with the following legislation, statutory guidance and non-statutory guidance:

3.1 Primary Legislation

Legislation / Guidance	Relevance to Work Experience	Status
Children and Families Act 2014	Duties relating to EHCP preparation for adulthood outcomes, including employment and independent living	Statutory
Education Act 1997	Defines the basis for work experience arrangements for pupils of compulsory school age	Statutory
Health and Safety at Work etc. Act 1974	Overall framework for health and safety duties applicable to all workplaces, including placement providers	Statutory
Equality Act 2010	Requires schools and placement providers to make reasonable adjustments and not to discriminate against pupils with SEND	Statutory
Management of Health and Safety at Work Regulations 1999	Risk assessment duties for employers including placement providers hosting young people	Statutory

Legislation / Guidance	Relevance to Work Experience	Status
Health and Safety (Training for Employment) Regulations 1990	Designates pupils on work experience as 'employees' for health and safety purposes, requiring the same protections afforded to staff	Statutory
Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013	Reporting obligations where pupils are injured during a placement	Statutory

3.2 Statutory Guidance

Document	Relevance	Status
Keeping Children Safe in Education (KCSIE) 2024 / 2025	Safeguarding duties, DBS requirements for placement providers, supervision obligations and reporting responsibilities during work experience	Statutory
SEND Code of Practice 0–25 (DfE/DoH, 2015)	Paragraphs 8.28, 8.32 and 8.33 set out expectations for work experience as part of preparation for adulthood for SEND pupils; paragraph 8.67 relates to supported internships	Statutory
Careers Guidance and Access for Education and Training Providers (DfE, May 2025)	Updated statutory guidance requiring all schools and colleges to use the updated Gatsby Benchmarks from September 2025; sets out expectations for the Work Experience Guarantee and defines 'meaningful' workplace experiences	Statutory
Working Together to Safeguard Children 2023	Multi-agency safeguarding framework applicable to all educational settings	Statutory

3.3 Non-Statutory and Supporting Guidance

Document	Relevance	Status
Gatsby Benchmarks of Good Career Guidance (Updated 2024, adopted September 2025)	Benchmark 6 (Experiences of Workplaces) and Benchmark 3 (Addressing the Needs of Each Pupil) are particularly relevant to SEND settings; now require multiple, progressive, meaningful experiences	Non-statutory but expected
Modern Work Experience: FAQs (CEC, July/August 2025)	Confirms the Work Experience Guarantee applies to all pre-16 learners including SEND; equalx framework piloted in special schools and AP	Advisory
16–19 Study Programmes Guidance (DfE)	Requires a period of work experience as a core element of all post-16 programmes, academic or vocational	Expected
HSE Guidance: Young People at Work	Practical guidance on employers' duties when hosting young people on work experience	Advisory
Equality and Inclusion in Careers Guidance (CEC)	Framework for ensuring work experience is equally accessible to disadvantaged and SEND learners	Advisory

[i] KEY LEGAL NOTE — DBS and Regulated Activity

Under KCSIE, schools must determine whether adults at a placement provider who will work with a pupil are engaged in 'regulated activity'. Where a pupil under 16 will be unsupervised by a school representative, the placement provider **MUST** be advised to carry out appropriate DBS checks on relevant staff. Schools cannot carry out DBS checks themselves on behalf of placement providers but must satisfy themselves through written confirmation that this requirement has been met. Pupils under 16 cannot themselves be DBS checked.

4. Scope and Definitions

This policy applies to all work experience and related workplace activities arranged or endorsed by a school or college within the Group. The following definitions apply:

Term	Definition
Work Placement	A structured period in a workplace setting in which the pupil undertakes tasks and activities as a worker, supervised by the employer. May be paid or unpaid. Typically blocks of 1–2 weeks or recurring half-days.
Work Shadowing	The pupil observes a worker over one or more days, developing understanding of a role or sector without actively performing work tasks.
Employer Visit / Workplace Visit	A school-organised visit to a workplace, lasting typically a half or full day. Pupils may undertake employer-set tasks or projects.
Virtual Workplace Experience	A structured, employer-led experience delivered online. Per Gatsby Benchmark 6 (updated 2025), virtual experiences may complement but must not wholly replace in-person activity.
Supported Internship	A structured, study programme for young people aged 16–25 with an EHCP, combining extended work placement with in-work support from a job coach. Delivered in partnership with an employer and governed by DfE supported internship programme requirements.
Traineeship	A programme including a high-quality work experience component, aimed at equipping young people with the skills needed to progress to an apprenticeship or employment.
Enterprise Activity	Employer-led challenges, business simulations or projects completed within school but designed and assessed by an employer. Counts towards Gatsby Benchmark 5 (Encounters with Employers) rather than Benchmark 6.
Meaningful Experience	Per the updated Gatsby Benchmark 6 (2024/2025): an experience that gives the young person the opportunity to explore what it is like to work in an environment, what skills are valued, and what it takes to be successful. It should include preparation and reflection, active participation, and feedback from employer staff.

6. Careers Education, Information, Advice and Guidance

Careers Education, Information, Advice and Guidance (CEIAG) is central to preparation for adulthood across Aurora schools and colleges. A higher proportion of young people with Education, Health and Care Plans are at risk of becoming not in employment, education or training (NEET) as adults; therefore, careers provision must be personalised, aspirational and embedded across the curriculum from an early stage.

Aurora Boveridge College will support students to consider future options, understand their own potential, develop employability and work-related learning skills, and make informed choices about pathways into further education, training, employment, volunteering, supported employment or independent living. Careers provision will be person-centred and aligned with EHCP outcomes, PSHE, curriculum planning and local authority transition arrangements.

6.1 Careers Curriculum

The careers curriculum at Aurora Boveridge College will broaden pupils' horizons, challenge stereotypes and link learning to the world of work. Teachers will identify pupils' interests, strengths and motivations and use these to plan support, interventions and progression opportunities across Key Stages.

- In post-16, careers education should include individual guidance, labour market information, transition planning, vocational learning, work-related learning and meaningful workplace experience.

6.2 Local Careers Policy and Procedures

This local careers procedure for Aurora Boveridge College describes how the Group policy is implemented in practice.

6.3 Provider Access

This local procedure sets out arrangements for managing provider access requests in line with Section 42B of the Education Act 1997. Providers wishing to access pupils for the purpose of giving information about education, training, technical education or apprenticeship opportunities should contact the Head of Setting or named Careers Leader, as specified locally.

Gatsby Benchmark 6 Planning

Post-16 / KS5, 16-18 - Post-19 / Preparation for Adulthood, 19-25

All students are offered at least one, of the following, each year: community-based work experience, internal work experience, external work experience placements and extended placements where appropriate. Students are also offered regular industry visits, meet the employer events, volunteering opportunities, mock interviews, employability programmes (part of Pathways personal development), careers guidance interviews, alumni meetings, independent travel training linked to employment.

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Gap analysis against updated Gatsby Benchmark 6 measurable elements

Measurable Element	Current Provision	RAG Status	Gap Identified	Actions
All learners have access to first-hand experiences of workplaces.	Learners access workplace visits, industry insight sessions, volunteering and work experience placements.	Green	Need to ensure all students have experience of these.	Maintain tracking system for all workplace experiences to identify any gaps
Workplace experiences are tailored to individual learner needs, aspirations and EHCP outcomes where appropriate.	Placements are matched to learner interests, abilities and career goals, with support from teaching staff and employability team.	Green	Matching process not formally documented.	Develop placement matching and review paperwork.
Learners participate in meaningful workplace experiences rather than observation alone.	Placements provide practical tasks and opportunities to develop employability skills.	Green	Quality of experience varies between employers	Ensure that work tasks are outlined prior to placement and communication maintained throughout.
Learners reflect upon and evaluate workplace experiences.	Informal discussions and reviews take place following work experience including completion of work experience diaries	Amber	Wex diaries capture skills but not overall enjoyment and thoughts around placement	Introduce standard learner evaluation forms as part of wex diaries
Employers provide feedback to support learner development.	Employers are issued a feedback form.	Amber	Feedback is occasionally not returned consistently by employers.	Ensure employers do this on last day of placement and return with students

Careers Leadership and Careers Hub Engagement

Careers Leader: Carolyn Carter, Employability Co-ordinator

Careers Hub Engagement

The Careers Leader maintains regular contact with the local Careers Hub and Enterprise Co-ordinator and:

- Attends Careers Hub network meetings
- Shares good practice with other providers
- Receives Gatsby Benchmark updates
- Participates in Hub training and development opportunities
- Reviews local labour market information and employer engagement opportunities
- Compass evaluation completed termly and shared with Enterprise Coordinator

Compass/Compass+ usage and termly self-reporting schedule

Monitoring Arrangements

- Gatsby Benchmarks reviewed termly.
- Compass evaluation completed termly.
- Action plan updated following each review cycle.
- Findings reported to senior leaders and governors.

7. Roles and Responsibilities

Named Roles

Named Careers Leader : Carolyn Carter

Carolyn.carter@theauroragroup.co.uk 01725 551247

Named DSL for Work Experience safeguarding matters: Odette Osborne, Assistant Head of Education

Named SENDCO / EHCP lead: Lee Dales - Head of Education

Local Careers Hub contact: Penny Charrett – Dorset Council

8. Programme Design and Progression

See the specific programme design above.

8.2 Individual Planning

Local Curriculum Planning:

Work Experience within the Curriculum / Embedding Work Experience into the Curriculum

Work experience forms an integral part of the College's curriculum. Opportunities are embedded throughout learners' programmes of study and are tailored to individual needs, aspirations and career goals.

Timetabling Model

Work experience is delivered through a flexible model that allows placements and employer engagement activities to be matched to learner readiness, support needs and vocational interests. Workplace experiences may be undertaken through:

- Weekly work experience placements
- Block placements
- Volunteering opportunities
- Employer-led projects
- Industry visits and workplace tours
- Community events (lunches and fairs)
- Internal work experience placements

The frequency and duration of placements are determined according to individual learner need, course requirements and employer availability.

Stage	Curriculum Integration
Post-16 (16-18)	Employability skills are delivered through the Pathways Personal Development programme weekly, employer encounters, workplace visits, careers activities, community events and internal and external work experience placements where appropriate.
Post-19 (19-25)	

Post-16 and Post-19 Employment Pathways

The College currently does not operate a Supported Internship or Traineeship programme.

Where appropriate, learners are supported to progress into:

- Paid employment
- Apprenticeships
- University
- Voluntary work
- Further education and training
- Community-based employment opportunities
- External Supported Internship programmes delivered by other providers

The College maintains relationships with local employers and community organisations to provide meaningful workplace experiences and support learners in developing employability skills and work readiness.

Pupil Voice and EHCP-Informed Placement Matching

Work experience placements are planned using a person-centred approach which places learner voice at the centre of decision-making.

Placement matching considers:

- Learner interests and career aspirations
- Individual strengths and skills
- Support needs and reasonable adjustments

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- Travel and accessibility considerations
- Outcomes identified within the learner's Education, Health and Care Plan (EHCP), where applicable

Learners are encouraged to express their preferences and career goals through careers guidance interviews, employability discussions, reviews and curriculum activities. Feedback from learners, parents/carers, tutors and employers is used to help identify suitable workplace opportunities.

Placement opportunities are reviewed regularly to ensure they continue to support learners' personal development, independence, employability skills and long-term aspirations.

9. Safeguarding During Work Experience

Safeguarding is the highest priority in all work experience arrangements. The school's safeguarding obligations do not cease when a pupil leaves the premises for a placement. All activity in this section must be read alongside the school's Safeguarding and Child Protection Policy and KCSIE (current edition).

9.1 Placement Provider Safeguarding Checks

9.2 Supervision and Monitoring

9.3 Vulnerability Considerations for SEND Pupils

9.4 Reporting Safeguarding Concerns During Placement

Safeguarding Procedures

Designated Safeguarding Leads

Designated Safeguarding Lead (DSL): Polly Darch

Deputy Designated Safeguarding Lead (DDSL): Odette Osborne

College Emergency Contact Number: 01725 551247

Local Authority Safeguarding Contacts

Dorset Children's Advice and Duty Service (formerly MASH)

- Public contact: 01305 228866
- Professional contact: 01305 228558
- Email: childrensadvicelandduty@dorsetcouncil.gov.uk

Non-Attendance at Placement Protocol

The majority of our learners will be transported to their placement by college staff however when a learner attends independently and fails to attend a placement without prior notification:

Timescale	Action
Within 15 minutes of expected arrival	Employer notifies the College contact where the learner has not arrived.

Within 30 minutes	College staff attempt to contact the learner directly.
Within 45 minutes	Parent/carer/emergency contact is contacted (where appropriate).
Within 60 minutes	Welfare checks continue. Placement staff and curriculum staff are informed.
Same day	Absence is recorded and reviewed by the Work Experience/Employability Team.
Immediate escalation	Any safeguarding concerns, concerns regarding a learner's safety, or inability to establish contact will be referred to the DSL or Deputy DSL without delay.
Following safeguarding review	Referral to Children's / Adult Social Care, Police or other agencies where required.

Cohort-Specific Vulnerability Considerations

As a specialist SEND college, learners may present with a range of additional vulnerabilities which are considered during placement planning, including:

- Communication differences
- Autism and social communication needs
- Learning disabilities and difficulties
- Mental health needs
- Anxiety relating to new environments
- Physical disabilities or medical needs
- Difficulties with independent travel
- Reduced awareness of personal safety or workplace risks

Prior to placement, individual risk assessments and workplace discussions are undertaken to identify any reasonable adjustments required. Information is shared with employers on a need-to-know basis and with appropriate consent to ensure learners are supported safely and effectively.

- Where necessary, additional support may include:
- Gradual introductions to workplaces
- Supported visits before placement starts
- Staff or job-coach support
- Adapted work tasks
- Flexible placement hours
- Additional communication support

Communication Support for Non-Verbal and Limited Verbal Learners

The College adopts a person-centred approach to communication during workplace experiences.

Prior to placement, employers are provided with guidance regarding the learner's preferred communication methods and any reasonable adjustments required to support effective communication.

Regular communication takes place between the learner, placement provider, college staff and parents/carers (where appropriate) to ensure any concerns are identified and addressed promptly.

10. Health and Safety

Under the Health and Safety (Training for Employment) Regulations 1990, pupils on work experience are treated as employees of the placement provider for health and safety purposes. The placement provider bears the same duty of care to the pupil as they do to their own staff. However, the school retains a duty of care and must take reasonable steps to satisfy itself that the placement environment is safe.

10.1 Pre-Placement Health and Safety Checks

10.2 Age-Related Restrictions

10.3 Individual Pupil Risk Assessment

10.4 Accidents and Incidents

Health and Safety Procedures

Pre-Placement Health and Safety Checks

Prior to approving a work experience placement, the College undertakes appropriate health and safety checks to ensure that the placement environment is suitable for the learner and that any identified risks can be managed effectively.

Responsibilities

- The Employability Co-ordinator is responsible for coordinating pre-placement checks.
- Employers are required to provide relevant health and safety information before a placement begins.
- Curriculum staff and relevant support staff contribute information regarding learner support needs.
- Final approval is provided by the Employability Co-ordinator and, where required, a member of the Senior Leadership Team.

Documentation Used

The following documents may be used:

- Employer Placement Health and Safety Form
- Work Experience Agreement
- Individual Learner Risk Assessment
- Emergency Contact Information Form
- Unifrog Placement Health and Safety Form

Sign-Off Requirements

Before a placement commences, confirmation must be received that:

- Appropriate Employer's Liability Insurance is in place.
- A suitable health and safety policy exists where applicable.

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- Risk assessments relevant to the work activities have been completed.
- Appropriate supervision arrangements are in place.
- Any learner-specific adjustments have been agreed.
- Required documentation has been completed

Placements Requiring a Premises Visit

A premises visit will normally be required where:

- The employer is hosting a College learner for the first time.
- The workplace presents potentially higher-risk activities.
- A learner has significant support, medical or behaviour needs.
- The placement involves the use of machinery, equipment or hazardous substances.
- Concerns have been identified through initial employer checks.
- Additional safeguarding considerations have been identified.

Individual Learner Risk Assessments

An Individual Learner Risk Assessment is completed for all learners undertaking external work experience.

Assessment Process

The assessment considers:

- EHCP outcomes
- Medical needs
- Behaviour support needs
- Communication requirements
- Travel arrangements
- Personal safety awareness
- Manual handling requirements
- Sensory needs
- Workplace-specific risks

Medical Information and Emergency Health Plans

Where a learner has a medical condition, allergy, medication requirement or healthcare plan, appropriate information will be shared with placement providers before the placement begins and also added to the risk assessment.

Consent Process

- Learner consent is obtained where appropriate.
- Parent/carers consent is obtained where required.
- Information sharing is discussed during placement planning.
- Only relevant information necessary for the learner's safety and wellbeing is disclosed.

Information Shared

Where applicable:

- Medical conditions
- Allergies

- Medication requirements
- Emergency procedures
- Individual Healthcare Plans
- Relevant risk assessments

Information is shared securely and in accordance with College data protection and confidentiality procedures.

Incident Reporting Procedure

Any accident, incident, safeguarding concern or near miss occurring during a work placement must be reported immediately.

Escalation

Serious incidents involving safeguarding concerns, injury, medical emergencies or significant welfare concerns will be escalated immediately to:

1. Workplace manager/supervisor
2. College Employability Co-ordinator
3. Designated Safeguarding Lead (or Deputy DSL)
4. Parents/carers where appropriate
5. Emergency services and external agencies where required

Stage	Action
Immediate	Learner informs workplace supervisor or responsible staff member.
Immediate	Employer ensures learner safety and administers first aid or emergency response if required.
Within 1 hour	Placement provider contacts the College emergency contact number.
Same day	Employability Co-ordinator and relevant curriculum staff are informed.
Same day	Parent/carer informed where appropriate.
Immediate where safeguarding concerns exist	DSL or Deputy DSL notified without delay.
Within 24 hours	Incident documentation completed and recorded on College systems.
Following investigation	Risk assessments reviewed and additional control measures implemented where required.

11. Equality, Inclusion and Reasonable Adjustments

The Equality Act 2010 requires placement providers, as well as schools, to make reasonable adjustments to ensure that disabled pupils are not substantially disadvantaged compared with non-disabled peers. The school must take an active role in supporting placement providers to understand and meet this duty.

11.1 Our Commitment

11.2 Reasonable Adjustments in Practice

11.3 Employer Engagement and Disability Confidence

Employer Reasonable Adjustments

Process for Agreeing and Documenting Reasonable Adjustments with Employers

The Employability Co-ordinator leads discussions regarding reasonable adjustments for students undertaking work experience, industry encounters, and employer visits.

Prior to placement, information is gathered through:

- Student Individual Risk Assessments (IRAs) and Positive Behaviour Support Plan (PBSPs)
- Education, Health and Care Plans (EHCPs)
- Annual review documentation
- Discussions with students, parents/carers (where appropriate), tutors and learning support staff
- Employer meetings and placement planning discussions

A Reasonable Adjustments and Placement Support Plan is completed and added to the placement documents where required. This documents:

- Student strengths and abilities
- Identified support needs
- Reasonable adjustments required
- Communication preferences
- Medical, mobility, sensory or wellbeing considerations
- Emergency contacts
- Agreed employer responsibilities
- College support arrangements

Adjustments are agreed collaboratively between the student, employer, employability team, curriculum staff, and learning support staff prior to placement commencement. All adjustments are documented within the placement paperwork and reviewed regularly throughout the placement to ensure effectiveness and make amendments where required.

Current Disability Confident Employer Partners

The college works with a range of employers across the local community, including small businesses, cafes, retail settings, farms, hospitality venues, charities, and larger organisations.

Rather than limiting opportunities to employers holding a specific accreditation, the college assesses each placement individually to ensure it can provide a safe, supportive and meaningful learning experience for the student. Employer suitability is determined through discussion with the employer, workplace visits where appropriate, and consideration of:

- The employer's willingness to support learners with SEND.
- The ability to implement reasonable adjustments where required.
- The suitability of the work environment and job tasks.
- The availability of appropriate supervision and mentoring.
- The employer's commitment to safeguarding, health and safety, and inclusion.
- Opportunities for the student to develop employability and independence skills.

The college values employers who demonstrate inclusive practices regardless of whether they are registered as Disability Confident employers. A positive attitude towards supporting individual learner needs is considered a key factor when establishing and maintaining employer partnerships.

College's Approach to Employer Training and Pre-Placement Briefings

The college provides employers with guidance and support to enable successful placements for learners with SEND.

Pre-placement discussions may include:

- Understanding individual learner strengths and support needs
- SEND awareness and inclusive workplace practices
- Reasonable adjustments and accessibility requirements
- Safeguarding responsibilities
- Health and safety expectations
- Attendance and reporting procedures
- Managing wellbeing and communication needs
- College support arrangements during placements
- Duties and tasks appropriate to learner ability and vocational goals

Employers are provided with placement documentation and a named college contact who can offer advice and support throughout the placement period.

Where additional support is required, bespoke meetings may be arranged involving curriculum staff, learning support staff, parents/carers, job coaches, or supported internship staff.

12. Information Sharing and Data Protection

Information Sharing Protocol – for further information see A65 – Data Protection Policy

- Site Data Protection Officer's (DPO's) - Matt Harper / Liz Scott / Lorna Warren

12.1 Preparation and Debriefing

A meaningful work experience placement does not begin on day one at the employer and end when the pupil returns to school. The quality of preparation before and reflection after is as important as the placement itself, and particularly so for pupils with SEND who may need significantly more structured support at both stages.

Preparation and Debriefing Formats

A meaningful work experience placement does not begin on day one at the employer and end when the pupil returns to school. The quality of preparation before and reflection after is as important as the placement itself, and particularly so for pupils with SEND who may need significantly more structured support at both stages. This is organised, delivered and supported by Work Experience Co-ordinator and tailored to the individual needs of the student.

Standard Preparation Programme

Learners take part in preparation activities before starting a placement. Sessions are delivered by teaching, employability and support staff and may include workplace expectations, communication skills, health and safety, travel skills, attendance, and employer expectations. Preparation is embedded within the curriculum and takes place prior to the placement.

Pre-Placement Visits

Where appropriate, pre-placement visits are arranged by the Employability Co-ordinator in partnership with the employer. Visits help students become familiar with the workplace, staff, tasks and travel arrangements. Costs are met through college staffing and transport arrangements.

Communication and Visual Support

A range of communication and visual support resources are available to students if needed. Support is tailored to individual needs.

Debriefing and Reflection

Following placements, learners take part in regular reflection and review activities through completing their work experience diaries and feedback forms. Also in tutorials, employability sessions or individual meetings.

Recording Progress and EHCP Evidence

Learner reflections, employer feedback and staff observations are recorded through college monitoring systems. Evidence is used to track progress towards employability targets, and EHCP outcomes.

Annual Reviews

Work placement reviews, learner reflections and employer feedback contribute to the Annual Review process and help demonstrate progress towards employment and other Preparation for Adulthood outcomes.

13. Quality Assurance and Monitoring

Quality Assurance Processes

Compass/Compass+ Self-Assessment

The college completes Compass+/Compass evaluations on a termly basis. The Careers Leader is responsible for updating and reviewing the assessment, with outcomes informing careers planning and continuous improvement activity. Key findings are shared with senior leaders and reported to governors through Governance meetings taking place once per term.

Placement Approval Process

All work placements are approved prior to commencement. Approval is overseen by the Employability Co-ordinator and requires completion of employer suitability checks, relevant risk assessments where required, safeguarding considerations, and agreement of learner support needs and reasonable adjustments. Final approval is recorded before a learner begins their placement.

Monitoring Visits

Work placements are monitored throughout the academic year by the Employability Co-ordinator and/or designated college staff. The frequency of monitoring is determined by the learner's needs, the nature of the placement and employer requirements. Monitoring may include workplace visits, telephone contact, email correspondence and review meetings with employers and learners.

Annual Review

Work experience and employability provision are reviewed annually as part of the college's careers and employability quality assurance processes. The review considers learner outcomes, employer feedback, placement opportunities, Gatsby Benchmark performance and areas for development. Findings inform the action plan for the following academic year.

Reporting to Governors

Work experience and employability outcomes are reported to governors termly through the Careers and work experience report included in the Governance report. Reporting may include placement participation, learner destinations, employer engagement, Gatsby Benchmark progress and planned areas for development.

14. Destination Tracking and Transition Follow-Up

Aurora Boveridge College will collect, analyse and use pupil destination data to support continuous improvement of the careers programme; meet the expectations of the Gatsby Benchmarks, particularly Benchmark 3; inform governors, senior leaders and the Group about pupil progression outcomes; support local authority duties under the Education and Skills Act 2008; and improve outcomes for all pupils attending our schools and colleges.

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Destination tracking is a key part of preparation for adulthood and must be linked to EHCP outcomes, transition planning, careers guidance records and post-placement evaluation.

14.1 Scope of Destination Tracking

This section applies to pupils leaving at Key Stage 4 and Key Stage 5, where applicable. Destinations of other school leavers during the year will be collated but reported under the Placement End Policy.

Aurora Boveridge College will collect intended destinations before leaving, confirmed destinations in the autumn term following leaving, sustained destinations data through authorised follow-up calls, and follow-up information for up to three years post-leaving where feasible and lawful, in line with Gatsby Benchmark 3. Sustained destinations follow-up will apply only to Key Stage 4 and Key Stage 5 leavers and must be supported by the relevant data collection permissions recorded in Engage as part of induction and the Acceptable User Agreement.

All destination information will be collected by the appropriate person onsite, as designated by the Principal or Head of Education, and recorded on Engage in a timely manner.

14.2 Statutory and Good Practice Context

14.3 Roles and Responsibilities for Destination Tracking

Role	Responsibilities
Governing Body	Receives the annual destinations report through governance processes; monitors trends and vulnerable groups; holds leadership to account for improvement; and escalates or reviews Group-wide trends where appropriate.
Principal / Head of Education. Lloyd Richards / Lee Dales	Ensures resources and systems are in place; oversees compliance with data protection; develops alumni opportunities at site level; and reports on destination and alumni activity through governance.
Careers Lead / Responsible Person. Carolyn Carter	Leads collection, analysis and reporting; maintains the destination database on Engage; adheres to GDPR guidance; reports annually to SLT and governors; and coordinates alumni activities.
EHCP Lead. Lee Dales	Maintains secure records and supports appropriate data sharing with the local authority through the EHCP review process.
Teachers / Tutors	Support collection of intended destinations and encourage alumni engagement where appropriate.

14.4 What Data Will Be Collected?

At Aurora Boveridge College the following data will be collected:

- Pre-leaving, usually in the summer term: intended destination, including sixth form, college, apprenticeship, employment, supported employment, volunteering, social care pathway or other agreed route; course or provider name; and apprenticeship employer where known. This must be recorded on Engage.
- Autumn term following leaving, usually October to December: confirmed destination and provider confirmation where possible. This must be recorded on Engage.

- Post-16 or post-18 follow-up, where feasible and lawful: sustained participation, alumni survey responses, NEET identification and any support offered. NEET information must be recorded on Engage and notified through the EHCP process where appropriate.
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14.5 Data Protection

See A65 – Data Protection policy

14.6 Use of Destination Data

At Aurora Boveridge College destination data will be used to evaluate curriculum pathways, review the effectiveness of options guidance, identify patterns and vulnerable groups, improve apprenticeship and employer engagement, support Ofsted inspection evidence and inform the School or College Development Plan.

An annual Destinations Report will include, as a minimum: percentage of leavers in sustained education; percentage progressing to apprenticeships; percentage progressing to employment; percentage recorded as NEET; comparison with local and national averages where available; and three-year trend analysis.

14.7 Follow-Up and Review

Destination Tracking and Alumni Follow-Up

Destination Tracking and Recording

Intended, confirmed and sustained destinations are recorded on Engage by the Data Coordinator, with contributions from curriculum staff, tutors and transition staff where appropriate.

Quality Assurance and Reporting

Destination data recorded on Engage is reviewed regularly to ensure accuracy and completeness. Destination outcomes are analysed annually and reported to senior leaders as part of careers, employability and quality assurance reporting.

Follow-Up Process

The college contacts learners following their departure to confirm destination outcomes. Follow-up activity takes place during the autumn term after leaving and, where possible, additional contact may be made throughout the academic year to identify sustained destinations and any changes in circumstances.

Learners at Risk of Becoming NEET

Where a learner is identified as being at risk of becoming Not in Education, Employment or Training (NEET), appropriate support and intervention will be provided. This may include careers guidance, transition planning, referral to external agencies and liaison with parents/carers and local authority services where appropriate.

Alumni Contact and Consent

Consent for destination tracking and follow-up contact is obtained in line with college data protection procedures. Any contact beyond the agreed tracking period will only take place where appropriate consent has been recorded.

Reporting to Senior Leaders and Governors

Destination outcomes are reported annually to senior leaders and governors through governance reporting. Reports may include intended, confirmed and sustained destinations, learner progression, destination trends and areas for development.

15. Policy Review and Implementation

Supported Internships are a specific, structured study programme for young people aged 16–25 who have an EHCP and are seeking employment. They are underpinned by SEND Code of Practice paragraph 8.67 and supported by DfE programme guidance. They are distinct from general work experience in their duration, intensity and purpose.

15.1 What is a Supported Internship?

- A minimum of six months' duration, based primarily at an employer
- Includes unpaid work experience with in-work support from a trained job coach
- Has a study element delivered by the school or college
- Aims to lead to paid employment at or above the minimum wage upon completion
- Is jointly planned between the school/college, employer, and young person (and family)

15.2 Employer Engagement for Supported Internships

Aurora Boveridge College does not currently run a Supported Internship Programme

This local policy will be reviewed annually, or sooner in the event of:

- Significant changes to legislation or statutory guidance (particularly KCSIE, Careers Guidance statutory guidance, or SEND Code of Practice)
- A safeguarding incident or serious concern arising during a placement
- Significant change to the Group's provision model or school roll
- Ofsted inspection findings relating to careers or work experience.

Appendices

The following appendices form part of this policy and will be localised and completed by each school/college before implementation.

Template versions of each appendix are available

Appendix	Document Title
Appendix A	Individual Work Experience Plan
Appendix B	Placement Provider Safeguarding Declaration
Appendix C	Placement Provider Health and Safety Declaration
Appendix D	Individual Pupil Placement Risk Assessment
Appendix E	Parent/Carer Consent and Information Sharing Form
Appendix F	Employer Post-Placement Evaluation Form
Appendix G	Pupil Reflection Record (Accessible Formats)
Appendix H	Pre-Placement Monitoring Visit Checklist
Appendix I	Supported Internship Employer MOU Template
Appendix J	Policy Compliance Checklist for Local SOPs