



CAREERS, WORK EXPERIENCE AND DESTINATION TRACKING POLICY

Policy Reference:	A166
Version Number:	2
Applies to:	All schools and colleges within the Group
Associated documents:	Curriculum policy Visiting Speakers' Policy Child Protection/Adult Safeguarding Policy WEX resources available on MyAurora Quality Assurance Page
Implementation date:	October 2026
Next review due by:	October 2027
Approved by:	Chief Operating Officer / Aurora Board
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

0. Summary of changes since previous version of policy

- Appendices and additional resource information added

1. Policy Statement

The Aurora Group is committed to ensuring that every 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 students' 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 students 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 Benchmarks
- Is delivered safely, with robust safeguarding and risk management in place throughout
- Is planned and reviewed in genuine partnership with students, 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

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
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)	Safeguarding duties, DBS requirements for placement providers, supervision obligations and reporting responsibilities during work experience	Statutory
SEND Code of Practice 0–25	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)	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 2026	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	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; equalex framework piloted in special schools and AP	Advisory
16–19 Study Programmes Guidance (DfE)	Requires a period of work experience as a core	Expected

Document	Relevance	Status
	element of all post-16 programmes, academic or vocational	
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/college-organised visit to a workplace, lasting typically a half or full day. Students 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.

5. Gatsby Benchmark 6 and the Work Experience Guarantee

The Group expects all schools and colleges to implement Gatsby Benchmark 6. The updated benchmark places a significantly stronger emphasis on multiple, progressive, and meaningful experiences across a student's time in education.

5.1 Benchmark 6 Requirements (Updated, September 2025)

Every student should have multiple first-hand experiences of workplaces by the age of 16. Every student should have at least one further such experience by age 18. For post-16 settings, every learner should have at least one meaningful experience of a workplace during their programme of study.

A 'meaningful' experience must:

- Include preparation before the experience and structured reflection afterwards
- Involve active participation, not passive observation alone
- Include engagement with a range of workplace staff, not only the designated supervisor
- Result in feedback from the employer or workplace staff to the learner
- Contribute to the learner's developing understanding of the labour market and their own career aspirations

5.2 The Work Experience Guarantee (DfE, May 2025)

The DfE has set out its ambition that every young person in England should receive the equivalent of two weeks' meaningful work experience during their secondary education. This is not yet a statutory duty, but schools are expected to begin planning now:

- Key Stage 3: five days' worth of workplace experience activities (not necessarily a single block; may include visits, employer-set projects and shadowing)
- Key Stage 4: five days' worth of work placement(s), which may be arranged in blocks or recurring part-day formats

The Work Experience Guarantee is being piloted through Careers Hubs and the CEC's equalex framework. The equalex framework links student learning outcomes to the Gatsby Benchmarks and is being specifically tested in special schools and AP. Our schools and colleges are encouraged to adopt equalex-aligned learning outcomes now to prepare for formalisation of the guarantee.

5.3 Application in SEND Contexts

The updated Gatsby Benchmarks apply to all learners, including those in special schools, alternative provision and specialist colleges. The Gatsby Foundation and CEC recognise that implementation in SEND settings will often require a different delivery model, and specifically:

- Experiences may need to be shorter, more frequent and more heavily scaffolded to be accessible
- The range of employer types and sectors should be broadened to reflect realistic aspirations for SEND pupils, including supported employment, social enterprise and voluntary sector settings
- Preparation and debriefing time may need to be significantly longer than in a mainstream context

- EHCP vocational and employment outcomes should directly inform placement selection
- Professionals including job coaches, speech and language therapists and occupational therapists may have a role in supporting pupils during placement

6. Careers Education, Information, Advice and Guidance

The Careers, work experience and destination tracking policy -local procedures describes the relevant site-specific information.

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.

Each setting 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 must broaden students' horizons, challenge stereotypes and link learning to the world of work. Teachers will identify students' interests, strengths and motivations and use these to plan support, interventions and progression opportunities across Key Stages.

- In Key Stage 2, career-related learning should broaden children's understanding of the world of work, develop self-awareness, challenge stereotypes and connect classroom learning to future possibilities.
- In Key Stage 3, careers education should be embedded across curriculum areas and enriched through employer encounters, visits, themed days, enterprise activities and exposure to a wide range of job roles and sectors.
- In Key Stage 4 and 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

Each setting must maintain local careers procedures which describe how this Group policy is implemented in practice. Local procedures must include arrangements for information, advice and guidance; work-related learning and work experience; vocational learning and enterprise; travel training; risk assessment and safeguarding; external partners; parent/carer involvement; provider access; and annual careers overview.

6.3 Provider Access

Please refer to Aurora's Visiting Speakers' Policy A31. Each setting's local careers procedures must set 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.

7. Roles and Responsibilities

7.1 The Group (Executive / Central Team)

- Maintains and reviews this policy annually
- Provides strategic direction, quality standards and training for Careers Leaders across schools and colleges
- Oversees compliance with the Gatsby Benchmarks across the Group via Governance meetings
- Supports schools and colleges to develop and maintain employer partnership networks
- Ensures alignment between work experience provision and Group-level employer partnerships

7.2 Principal / Headteacher

- Holds strategic accountability for careers provision, including work experience, in line with statutory guidance
- Ensures appropriate staffing, resource and time allocation for work experience coordination
- Maintains oversight of safeguarding compliance in relation to placements
- Reports on careers provision, including Gatsby Benchmark progress, to the governing body every term

7.3 Careers Leader

- Leads planning, coordination and quality assurance of all work experience activity
- Maintains the careers programme in accordance with the updated Gatsby Benchmarks
- Liaises with the local Careers Hub and Careers & Enterprise Company
- Sources, vets and manages relationships with placement providers
- Maintains records of all placements, risk assessments, parental consents and monitoring visits
- Coordinates the preparation and debriefing programme for students
- Completes termly self-reporting against Gatsby Benchmarks via Compass or Compass+
- Works with EHCP coordinators/SEND COs to align placement selection with EHCP aspirations and outcomes

7.4 SEND CO / EHCP Coordinator

- Advises on reasonable adjustments and support requirements for individual students undertaking work experience
- Ensures EHCP vocational and employment outcomes are reflected in placement planning
- Advises on communication requirements, sensory needs, behaviour support strategies and any medical considerations to be shared (with consent) with placement providers

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- Reviews annual review documentation to ensure work experience is reflected in preparation for adulthood planning

7.5 Designated Safeguarding Lead (DSL)

- Advises on the safeguarding aspects of work experience arrangements, including any student-specific vulnerability considerations
- Satisfies themselves that placement providers' safeguarding arrangements are adequate before placements proceed
- Ensures any safeguarding concerns arising during placement are responded to in accordance with Aurora safeguarding policies
- Maintains a log of all safeguarding considerations and decisions made in connection with placements

7.6 Class Teachers and Support Staff

- Contribute to preparing students for their work experience through curriculum activities, PSHE, careers lessons and tutor time
- May be asked to conduct monitoring visits or check-in calls during placements
- Support debriefing and reflection activities on return
- Alert the Careers Leader or DSL to any concerns about student wellbeing or suitability for a specific placement

7.7 Placement Providers (Employers)

- Comply with all health and safety legislation applicable to young workers, including the Health and Safety (Training for Employment) Regulations 1990
- Carry out a suitable workplace risk assessment prior to the placement commencing
- Appoint a named workplace supervisor for the duration of the placement
- Confirm to the school/college, in writing, that relevant staff who will supervise the student have appropriate DBS clearance
- Report any accident, near-miss or safeguarding concern to the school/college immediately
- Provide the student with a workplace induction covering health and safety, emergency procedures and conduct expectations
- Provide structured feedback to the pupil (and school/college) on their participation

7.8 Parents and Carers

- Are consulted on and provide written consent to any work experience placement
- Are fully informed of the nature, location, hours and supervision arrangements for the placement
- Share any relevant health, medical or welfare information required to ensure safe participation
- Participate in preparation discussions and, where appropriate, in reviews of placement suitability

7.9 Students

- Are supported to express their own views, aspirations and preferences regarding work experience, commensurate with their communication needs and age/stage of development
- Are prepared for the placement through a structured preparation programme
- Are supported to reflect on and articulate their learning following the experience

- Know how to raise a concern during a placement and are confident their concerns will be acted upon

The Careers, work experience and destination tracking policy - local procedures describes the relevant site-specific information.

8. Programme Design and Progression

Work experience does not begin in Year 10. In our settings, careers education and workplace preparation is a progressive journey that should begin at Key Stage 3 (or earlier where appropriate) and build coherently through Key Stage 4 and post-16.

8.1 Progression Framework

Stage	Expected Provision	Key Reference
Key Stage 3 (Years 7–9)	Employer encounters, workplace visits, virtual workplace activities, enterprise projects. At least the equivalent of five days across KS3 (in line with Work Experience Guarantee direction of travel).	Gatsby Benchmarks 5 and 6; SEND Code of Practice preparation for adulthood principles
Key Stage 4 (Years 10–11)	Work shadowing and/or structured work placements. At least the equivalent of five days across KS4. Placements should be individually matched to EHCP aspirations.	Gatsby Benchmark 6; SEND Code of Practice §8.28, 8.32, 8.33; Education Act 1997
Post-16 (Years 12–13 / 16–19)	Extended work placements, supported internships, traineeships. All learners should have at least one meaningful workplace experience as a core programme component.	16–19 Study Programmes Guidance; SEND Code of Practice §8.67; Gatsby Benchmark 6
Post-19 (EHCP to age 25)	Supported internships, supported employment pathways, job coaching in live employment settings, as part of transition plan.	Children and Families Act 2014; EHCP outcomes; local authority transition duty

8.2 Individual Planning

Every work experience placement or structured activity must be informed by:

- The young person's EHCP aspirations section and relevant Employment / Preparation for Adulthood outcomes
- The young person's expressed interests, preferences and ambitions
- Discussion with the young person's family
- Relevant professional advice (e.g. from occupational therapist, speech and language therapist, or clinical psychologist)
- A realistic assessment of accessibility, including transport, communication, sensory environment and support needs

The Individual Work Experience Plan (see Appendix A) must be completed for every student prior to their placement. This plan is a live document, reviewed before, during and after the experience.

The Careers, work experience and destination tracking policy -local procedures describes the relevant site-specific information.

9. Safeguarding During Work Experience

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

9.1 Placement Provider Safeguarding Checks

Before any placement commences, the Careers Leader and DSL must be satisfied that:

- The placement provider has carried out a workplace-specific risk assessment covering risks to young people
- A named supervisor with responsibility for the student has been identified
- Where the student will be unsupervised by a school/college representative for extended periods, the placement provider has confirmed in writing that relevant supervising staff have been subject to appropriate DBS checks (enhanced, with children's barred list check where they are in regulated activity with the pupil)
- The placement provider has a named person to contact in the event of a safeguarding concern
- The student and their family have been briefed on how to report a concern during the placement

The school/college retains a Placement Provider Safeguarding Declaration (see Appendices B&C), signed by the employer prior to the placement commencing.

9.2 Supervision and Monitoring

- Every student on placement must be contactable by the school/college at all times during the placement
- A minimum of one contact (telephone, video or in-person visit) per placement day must be made by a school/college representative, to check attendance, welfare and progress
- Where a student's needs or vulnerability require it, visits must be in-person and may need to be daily

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- All contact and visits must be recorded and retained on the student's placement file
- Any failure by a student to attend without explanation must trigger immediate contact with the family and, where appropriate, the DSL

9.3 Vulnerability Considerations for SEND Pupils

Given the nature of our cohort, the following additional safeguarding considerations apply in our settings:

- Students may be less able to recognise, articulate or report a safeguarding concern. Preparation must include age- and communication-appropriate teaching on how to raise a concern, who to tell, and that they will be believed
- The DSL must review any student-specific vulnerability factors (including but not limited to: history of abuse, exploitation risk, communication barriers, medication needs, known behaviours which may be misinterpreted) before a placement is approved
- Placements where a student will be alone with an adult in a domestic or isolated setting require explicit DSL approval and enhanced safeguarding arrangements
- Students with complex communication needs must have an agreed communication system for reporting concerns, known to both the school and the placement provider

9.4 Reporting Safeguarding Concerns During Placement

Any safeguarding concern arising during a placement must be handled as follows:

- The student raises a concern with the workplace supervisor or contacts the school/college directly
- The workplace supervisor contacts the school's/college's DSL immediately
- The DSL makes a risk assessment and determines next steps, which may include immediate retrieval of the student from the placement
- All concerns and actions are documented in line with KCSIE and Aurora's Child Protection Safeguarding Policies
- Where risks are identified the placement is suspended pending investigation

The Careers, work experience and destination tracking policy - local procedures describes the relevant site-specific information.

10. Health and Safety

Under the Health and Safety (Training for Employment) Regulations 1990, students 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 student as they do to their own staff. However, the school/college retains a duty of care and must take reasonable steps to satisfy itself that the placement's environment is safe.

10.1 Pre-Placement Health and Safety Checks

The Careers Leader must, before approving any placement:

- Complete the Health and Safety Assessment with the placement provider (see Appendix C)
- Review the provider's risk assessment or confirm it exists and covers risks posed by young people with limited work experience
- Consider any sector-specific risks (e.g. food production, construction, childcare, equine settings, water environments)

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- Not require excessive paperwork or second-guess employers' risk management — HSE guidance is clear that schools should ask sensible proportionate questions, not duplicate employers' existing processes
- Conduct or commission a premises visit before a placement is agreed

10.2 Age-Related Restrictions

There are legal restrictions on the tasks that young workers (under 18) may undertake. These include restrictions on operating certain machinery, working at height without additional supervision, handling certain substances, and working in environments with significant physical risk. The Careers Leader must check that any proposed placement activities comply with the Management of Health and Safety at Work Regulations 1999 (Young Persons) and any sector-specific regulations.

10.3 Individual Pupil Risk Assessment

For every placement, the school/college must complete a Placement Risk Assessment (see Appendix D) which considers:

- The pupil's specific SEND and any associated health, behaviour or communication needs
- Medications and emergency health plans (epilepsy, anaphylaxis, diabetes, etc.)
- Manual handling requirements if applicable
- Known triggers and de-escalation strategies
- Emergency evacuation considerations
- Any additional support that must be in place (e.g. teaching assistant present for part or all of the placement)

10.4 Accidents and Incidents

If a student is involved in an accident, near-miss or incident during a placement:

- The placement provider must notify the school/college immediately
- The school must complete its own incident recording in accordance with the Aurora Health and Safety Policy
- Where RIDDOR applies (specified injuries, over-7-day incapacitation, dangerous occurrences), the placement provider is the responsible reporting body, but the school/college must be notified and must retain records
- Parents/carers must be informed without delay

The Careers, work experience and destination tracking policy - local procedures describes the relevant site-specific information.

11. Equality, Inclusion and Reasonable Adjustments

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

11.1 Our Commitment

We are committed to ensuring that every student has access to work experience that is ambitious, individually appropriate and free from assumption or stereotype about what they

can achieve. The starting point for any placement must be the young person's aspirations, not a deficit assessment of their needs.

11.2 Reasonable Adjustments in Practice

Reasonable adjustments may include, but are not limited to:

- Modified hours or a phased introduction to the placement
- A teaching assistant or job coach accompanying the student for part or all of the placement
- Adaptations to the physical environment (e.g. accessible workstations, quiet spaces)
- Communication aids, visual schedules or social stories provided to the employer
- Staff training delivered by the school/college to the placement provider prior to the placement
- Regular employer briefings on specific needs and effective support strategies
- Extended preparation periods and more frequent debriefs

The Careers Leader must liaise with the SENDCO to identify required adjustments for each student. Adjustments must be documented, shared with the employer (with appropriate consent), and reviewed during the placement.

11.3 Employer Engagement and Disability Confidence

Schools are encouraged to prioritise employer partnerships with organisations holding Disability Confident status and to support employers to develop their practice. Where an employer is hesitant due to unfamiliarity with SEND, the Careers Leader should offer a pre-placement briefing, provide guidance and, where possible, arrange a pre-visit for the student. The aim is to develop long-term, sustainable partnerships rather than one-off placements.

The Careers, work experience and destination tracking policy - local procedures describes the relevant site-specific information.

12. Information Sharing and Data Protection

Any sharing of student information with placement providers must comply with the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018, and the school's Data Protection Policy.

- Information shared with placement providers must be limited to that which is necessary for the safe and effective delivery of the placement (data minimisation principle)
- Explicit consent must be obtained from parents/carers (and, where appropriate, the student) before any information relating to the pupil's SEND, medical needs or personal circumstances is shared
- Placement providers must be informed of their obligations regarding the personal data they receive, and this must be documented
- Photographs, video or social media content involving students during placements must be subject to the same consent requirements as in-school/college use

The Careers, work experience and destination tracking policy - local procedures describes the relevant site-specific information.

12. Preparation and Debriefing

A meaningful work experience placement does not begin on day one at the employer and end when the student returns to school. The quality of preparation before and reflection after is as important as the placement itself.

12.1 Preparation

All students must receive a preparation programme before their placement which should be individualised and may include:

- A pre-placement visit to the workplace wherever possible (strongly recommended for all but essential for those with anxiety, sensory sensitivities or significant communication needs)
- Introduction to key workplace personnel before the placement begins
- Visual supports — maps of the workplace, photograph sequences, visual timetables
- Social stories or comic strip conversations about what to expect
- Explicit teaching on workplace conduct, dress code, timekeeping, interacting with colleagues and customers
- Discussion and rehearsal of how to ask for help and how to raise a concern
- Agreement on communication methods between the student and school/college during the placement
- Review and sharing of the Individual Work Experience Plan with the employer

12.2 Debriefing and Reflection

Following every placement, pupils must be supported to reflect on their experience. This is a Gatsby Benchmark 6 requirement and a critical element of the learning. Reflection should include:

- What the student did and observed
- What skills they used and developed
- What they enjoyed and what they found challenging
- How the experience has informed their thinking about their future
- What they would like to do differently or explore further

Reflection should be captured in a format accessible to the student (written, verbal, photographic, video, symbol-based or through a support worker). The record should be added to the student's evidence file. A Work Experience Skills Diary template is available and may be used to support students to capture their thoughts and progress.

The Careers, work experience and destination tracking policy - local procedures describes the relevant site-specific information.

13. Quality Assurance and Monitoring

13.1 Placement Quality Standards

The school/college must assess the quality of every work experience placement against the following minimum standards, prior to approval and on an annual review basis:

- The placement offers meaningful activity aligned to the equalex learning outcome framework (or equivalent)
- A named supervisor is available throughout the placement

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- The employer has a track record of positive engagement with learners with SEND or has received appropriate pre-placement briefing
- Safeguarding arrangements meet the requirements of this policy
- Health and safety documentation is in place and proportionate
- The placement is accessible to the student (physically, communicatively and in terms of the work environment)

13.2 Monitoring During Placement

During every placement, the Careers Leader or a nominated school/college representative must:

- Maintain daily contact with the student (telephone, visit, or via an agreed alternative for non-verbal students)
- Conduct at least one in-person monitoring visit per placement week for students with complex needs
- Seek feedback from the employer supervisor at the midpoint of any placement of three or more days
- Document all contact and visits on Engage

13.3 Post-Placement Evaluation

Following each placement, the Careers Leader must collate:

- Pupil reflection and feedback
- Employer evaluation (see Appendix E)
- Monitoring visit notes
- Any incidents or concerns that arose

This information is used to review whether the placement should be retained, modified or discontinued for future use, and to inform the school's Gatsby Benchmark 6 evidence.

13.4 Annual Programme Review

The Careers Leader must conduct an annual review of the work experience programme, including:

- Analysis of the range of placements and sectors accessed
- Review of equity of access (are all students accessing work experience, including those with the most complex needs?)
- Gatsby Benchmark 6 compliance assessment via Compass/Compass+
- Identification of new employer partners required
- Update of local procedures
- Complete one Quality Assurance visit per year after the initial placement has been agreed (see appendix G)

The annual review outcome must be reported to the service lead and be presented to governors at the relevant termly meeting.

The Careers, work experience and destination tracking policy - local procedures describes the relevant site-specific information.

14. Destination Tracking and Transition Follow-Up

Each setting must collect, analyse and use student 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 student progression outcomes; support local authority duties under the Education and Skills Act 2008; and improve outcomes for all students attending our schools and colleges. 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 students 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.

The school or 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 must be collected by the appropriate person onsite, as designated by the Headteacher, Principal or Head of School, and recorded on Engage in a timely manner.

14.2 Statutory and Good Practice Context

Although independent schools and colleges do not have a direct statutory duty to track students for three years post-leaving, settings must provide destination information to the local authority where requested through the EHCP review process and must provide independent careers guidance in line with the Education Act 2011, the Careers Guidance statutory guidance and the Independent School Standards.

While independent schools and colleges are not subject to the DfE 16–19/Post-16 Destination Measures in the same way as state-funded institutions, settings should collect and monitor destination data as a matter of good practice to drive improvement and strengthen evidence of impact.

This approach aligns with the DfE Careers Guidance and Access for Education and Training Providers statutory guidance, the DfE How to Use Destinations Data good practice guide, Gatsby Benchmark 3 and local authority duties under the Education and Skills Act 2008.

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.
Headteacher / Principal / Head of School	Ensures resources and systems are in place; oversees compliance with data protection; develops alumni

Role	Responsibilities
	opportunities at site level; and reports on destination and alumni activity through governance.
Careers Lead / Responsible Person	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.
SENDCO / EHCP Lead	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?

- 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.

14.5 Data Protection

Destination data must be processed lawfully, fairly and transparently. Data will be processed under public task where it relates to careers provision, statutory duties and local authority/EHCP processes. Alumni contact data must be retained in line with the school or college retention schedule, and consent must be sought for alumni contact beyond the statutory or agreed tracking period. Data must be stored securely in Engage and shared with the local authority at appropriate stages in the EHCP review process.

14.6 Use of Destination Data

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 should 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

Settings will carry out follow-up contact with learners, families or destination providers after transition to confirm that placements are successful and to offer support where needed. Destination information must be reviewed annually alongside retention, course progression,

work experience participation and Gatsby Benchmark evaluation. This destination tracking policy content will be reviewed annually by the Proprietor and Director of Quality, or sooner where legislation, guidance, systems or practice requirements change.

The Careers, work experience and destination tracking policy - local procedures describes the relevant site-specific information.

15. Supported Internships

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

Establishing and sustaining supported internship employer partnerships requires a higher level of engagement than standard work placement arrangements. The Careers Leader, in conjunction with Group-level business development resource where available, must:

- Identify and approach suitable employers, prioritising those with Disability Confident Employer or Leader status
- Develop a detailed Memorandum of Understanding or partnership agreement with each employer
- Brief employers on the legal framework, the role of the job coach, and the expectations on both parties
- Ensure that the job coach is appropriately trained (e.g. British Association for Supported Employment standards)
- Review the supported internship programme annually

15. Policy Review and Implementation

This 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 must be localised and completed by each school/college before implementation.

Template versions of each appendix and further careers resources can be found in the documents folder on the Quality Assurance page on SharePoint.

The Work Experience and Careers folder is located in the documents folder on the Quality Assurance page on SharePoint

Appendix	Document Title
Appendix A	Individual Work Experience Plan
Appendix B	WEX Agreement
Appendix C	Placement Provider Health & Safety and Safeguarding Assessment
Appendix D	WEX Risk Assessment
Appendix E	Post-Placement Evaluation Form - Provider
Appendix F	Post-Placement Evaluation Form - Student
Appendix G	Work Experience Quality Assurance Visit Form
Appendix H	Placement Provider Guide