



CAREERS, WORK EXPERIENCE AND DESTINATION TRACKING LOCAL PROCEDURES

Aurora Eccles School

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 Eccles.

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 Eccles 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

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- Is meaningful, structured and progressive across Key Stages 3 and 4
- 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

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

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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; equalities 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 Eccles 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

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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 Eccles 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 Key Stage 3, careers education is embedded across the curriculum. There are specific career of the week form time sessions which can be enriched through employer encounters, visits, themed days, enterprise activities and exposure to a wide range of job roles and sectors.
- In Key Stage 4 careers education includes individual guidance, labour market information, transition planning, vocational learning, work-related learning and meaningful workplace experiences.

6.2 Local Careers Policy and Procedures

This is a local careers procedure for Aurora Eccles and 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

- A detailed Careers Action Plan is included as in appendix A.
- Gap analysis for the Gatsby Benchmarks is completed on a termly basis and is reported at Governance; this is also supported by the careers lead creating and regularly updating an action plan linked to this area
- Careers Leader: Tamsin Highfield Head of Life Skills, CEIAG, Vocational Education and RE tamsin.highfield@theauroragroup.co.uk
- Norfolk WEX has supporting activities and documentation for the support of KS3 pupils moving to KS4 prior to any work placement being undertaken. These activities will be replicated for students who attended work experience organised directly by the school.
- Compass will be used to track the school coverage of the Gatsby Benchmarks. This will be completed in Autumn 2, Spring 2 and Summer 2.

7. Roles and Responsibilities

Named Roles

- Named Careers Leader: Tamsin Highfield Head of Life Skills, CEIAG, Vocational Education and RE tamsin.highfield@theauroragroup.co.uk
- Named DSL for Work Experience safeguarding matters: Jo Pinyoun

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- Named SENDCO / EHCP lead: Jane Negal
- Independent Careers Advice Contact: Natalie Papworth (Director) Innervate Career Service

8. Programme Design and Progression

8.2 Individual Planning

Local Curriculum Planning

- Work experience is planned for Year 10 and is carried out in the Spring and Summer terms. If a student cannot attend their planned work experience due to external issues or due to SEMH needs it is postponed until Year 11. Staff from Aurora Eccles can be available to support students when they are on work experience and small group experiences can be supported as an alternative if this suits the needs of the student.
- Aurora Eccles completes activities in form time which include career of the week. These are interactive sessions which are designed to show students pathways to careers including Year 13 pathways and accreditations needed. The Head of Department works with staff and external agencies to ensure there are clear experiences and opportunities for students to find out about the workplace and life after Eccles.
- The careers programme is linked to the Gatsby Benchmark model and the overarching curriculum is linked to this. The Life Skills Curriculum and Year 10/Year 11 accreditation is linked to this. The curriculum covers key skills such as interview techniques, writing CV's and transport/money etc.
- Pupil voice is captured prior to work experience placements through the use of form teams and communication with families. Pupil voice is also captured during the independent careers advice sessions supplied by Innervate which is then fed into EHCP reviews.

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

Aurora Eccles works in partnership with Norfolk WEX as well as independently to ensure that all work experience placements are appropriately assessed before a student attends. Placement providers are required to complete suitability checks relating to safeguarding, health and safety, supervision arrangements and employer responsibilities. Consideration is given to the nature of the work environment, the age of the student, the level of supervision available and any potential risks associated with the placement. Where concerns are identified, additional information may be requested, reasonable adjustments considered, or the placement deemed unsuitable. No placement will proceed until all required checks have been completed and the school is satisfied that appropriate safeguarding arrangements are in place. If a placement is identified independently of Norfolk WEX, Aurora Eccles will follow the same procedures as used to identify and secure an AP for a student. This will include using the AP checklist of key information to ensure the placement is safe and secure for students and is matched to their needs.

Aurora Eccles School recognises the importance of maintaining appropriate oversight of students throughout their work experience placement. Placement providers are expected to ensure that students are appropriately supervised at all times by a designated member of staff who understands their responsibilities for safeguarding and welfare. Contact between the placement provider, the student and school staff will be maintained throughout the placement, with additional monitoring implemented where required. Any concerns regarding attendance, wellbeing, conduct, accidents, incidents or safeguarding will be reported immediately to the school and addressed in accordance with school safeguarding procedures. Monitoring arrangements may include telephone calls, virtual check-ins or site visits, depending on the needs of the student and the nature of the placement.

As a specialist setting, Aurora Eccles School acknowledges that many students may require additional support to access work experience safely and successfully. Prior to placement, consideration will be given to each student's individual strengths, needs, risks and desired outcomes. This may include communication needs, social interaction, independence skills, medical requirements, emotional regulation needs, sensory considerations and any identified safeguarding vulnerabilities. Individual risk assessments will be undertaken where appropriate, and reasonable adjustments agreed with placement providers to ensure students can participate safely and meaningfully. The school will work closely with parents/carers, Norfolk WEX and employers to ensure that support arrangements are proportionate, promote independence and enable students to gain valuable experiences of the workplace while remaining safe and well-supported.

Safeguarding Procedures

- Telephone Number: 01953 887217

- School emergency contact number (available during placement hours): 01953 887217
- Where a safeguarding concern arises before, during or following a work experience placement, school staff will follow Aurora Eccles School safeguarding procedures and make referrals where appropriate.

For Norfolk-based placements, concerns may be referred to:

Norfolk Multi-Agency Safeguarding Hub (MASH)

Tel: 0344 800 8021

Emergency Duty Team (Out of Hours)

Tel: 0344 800 8020

Where a placement is located outside Norfolk, referrals will be made to the relevant local authority children's social care team. The Designated Safeguarding Lead (DSL) will oversee all safeguarding referrals and information sharing in accordance with statutory safeguarding guidance and Aurora policies.

- Protocol for pupils who do not attend a placement without notice: the majority of students attend school before being escorted to their work experience placements and therefore local

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measures as per the attendance policy are used to investigate and ensure absence is reported and recorded correctly. In the case of a student attending a work experience placement without being supported by a member of staff from Aurora Eccles the placement is contacted by 09.30 to ensure attendance. If the student is not present, then protocols from the local Aurora Eccles Attendance policy are followed which ensures staff are aware of where the student and the nature/reason for their absence.

- Cohort-specific vulnerability considerations are made for each student. The student, staff teams and families are involved in choosing work experience placements. Risk and need are all factored into choice of placement to ensure each student is suitably supported. This may mean that a member of staff from Aurora Eccles closely supports the student on their placement.

Aurora Eccles use Norfolk WEX as well as working independently to support work experience placements.

To ensure students are appropriately safeguarded, Aurora Eccles and Norfolk WEX supports schools in assessing the suitability of placements through established health and safety procedures, employer checks and risk management processes. Placements are recorded and monitored through a secure system with full tracking and audit functionality, helping schools maintain oversight of students throughout the placement period. Norfolk WEX provides guidance and documentation for employers, parents and schools to clarify safeguarding responsibilities, reporting procedures and expectations for student welfare.

Aurora Eccles retains overall responsibility for safeguarding its students and will sometimes work in partnership with Norfolk WEX, employers and parents/carers to ensure that all work experience placements are safe, appropriate and compliant with statutory safeguarding requirements.

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

Before a placement is approved, relevant checks are undertaken to confirm that:

- The employer can provide a safe working environment.
- Appropriate health and safety arrangements are in place.
- Adequate supervision will be available throughout the placement.
- The activities offered are suitable for a young person of compulsory school age.
- Emergency procedures, first aid arrangements and reporting processes are established.
- Employers understand their safeguarding responsibilities towards young people.

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Norfolk WEX provides schools with access to employer information, health and safety processes and supporting documentation to assist in these checks. If a placement is secured independently from Norfolk WEX the same check will be undertaken by the school and information stored appropriately.

10.2 Age-Related Restrictions

Work experience students are protected by additional legal requirements because they are classed as young workers. Employers must ensure that students are not exposed to work that presents unacceptable risks due to their age, lack of experience or level of maturity. Activities involving hazardous substances, dangerous machinery, excessive physical demands or other high-risk environments are carefully reviewed and may be restricted or prohibited. Where certain activities are permitted, they must be appropriately supervised and controlled.

The suitability of duties is considered alongside the student's age, developmental stage, SEND needs (where applicable) and previous experience.

10.3 Individual Pupil Risk Assessment

Aurora Eccles recognises that some students may require additional consideration before attending a placement. An individual risk assessment may therefore be completed where factors such as the following apply:

- Special Educational Needs and Disabilities (SEND).
- Medical conditions.
- Social, emotional or mental health needs.
- Personal care requirements.
- Behavioural considerations.
- Communication needs.
- Travel, transport or independent living skills.

Through discussions with parents/carers, employers and placement providers, reasonable adjustments and additional support measures may be identified to reduce risk and maximise the student's success and wellbeing during the placement.

10.4 Accidents and Incidents

Health and Safety Procedures

- The process for conducting pre-placement health and safety checks will be carried out by an independent service provider; WEX.as well as Aurora Eccles.
- Individual Pupil Risk Assessments are completed, stored and shared appropriately with work placements and are stored securely on Teams at Aurora Eccles. Staff accompanying students on work experience can share a physical copy of the appropriate documentation once parental/carer consent has been given in a written format. Work experience placements will be instructed to destroy hard copies on the final day of placement.

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- The procedure for sharing medical information and emergency health plans with placement providers is as above for Individual Pupil Risk Assessments.
- Incident reporting chain and timeline will be completed using the guidelines of the Incident and Accident Reporting Policy (A62).

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

The school is committed to promoting equality of opportunity and ensuring that all students have fair access to meaningful work experience opportunities, regardless of their age, disability, gender, race, religion or belief, sexual orientation, socio-economic background or additional needs. Reasonable adjustments and appropriate support will be considered where required to enable students to participate safely and successfully in work experience placements. Through careful planning, individual risk assessment and collaboration with employers, parents/carers and support agencies, the school seeks to remove barriers to participation and ensure that all students are treated with dignity, respect and fairness in line with the school's Equality and Diversity policy.

11.2 Reasonable Adjustments in Practice

The school is committed to ensuring that students with additional needs are able to access and benefit from work experience opportunities on an equitable basis. Where appropriate, reasonable adjustments will be considered and implemented in collaboration with students, parents/carers, employers and relevant professionals. Adjustments may include changes to working arrangements, additional support, adapted communication methods, accessibility measures or other provisions necessary to enable a student to participate safely, confidently and successfully. The school will work proactively to identify and reduce barriers to participation whilst maintaining high expectations and promoting independence, inclusion and positive outcomes for all students.

11.3 Employer Engagement and Disability Confidence

Employer Reasonable Adjustments

- The process for agreeing and documenting reasonable adjustments with employers is as follows; employers will be contacted by WEX or Aurora Eccles and the school will support with individual cases and placements where reasonable adjustments have to be actioned
- WEX and/or the school team will contact identified employers to ensure they can meet the needs of students and provide any identified employer training and pre-placement briefings
- Transport needs are assessed and arranged for pupils attending placements and are completed on an individual basis, school is able to provide transport and staffing to enable student to successfully access work experience

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12. Information Sharing and Data Protection

Information Sharing Protocol

- Martin Russell: Data Protection Officer (DPO)
- Nikki Thompson (Admin) shares information with parents that is required including permissions for independent careers advice. These are then stored on Engage.
- Specific information is shared with employers with parental permission. This may include their EHCP.
- All external parties engaged for careers guidance need to be approved by Procurement and Data Protection central teams. Consent will always be obtained before we share pupil/parent data. External services will also be engaged via a Service Level Agreement which makes very clear responsibilities with regards to data protection.

12. 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.

12.1 Preparation

At Aurora Eccles we recognise that effective preparation is essential to ensure students gain maximum benefit from their work experience placement. Prior to placement, students are supported to develop an understanding of workplace expectations, including attendance, punctuality, professional conduct, communication skills, health and safety awareness, safeguarding procedures and appropriate use of technology and social media. Students are encouraged to reflect on their strengths, interests and future aspirations to help identify suitable placement opportunities.

Additional preparation may be put into place based upon students' need and presentation which will be discussed with parents/carers etc.

12.2 Debriefing and Reflection

Preparation and Debriefing Formats

Insert locally:

- Tailored, personalised employability and WEX-readiness activities offered to each student are provided by Norfolk WEX. Where a placement is identified independently by the school the same activities will be mirrored by the school.
- Pre-placement visits are carried out by school staff when appropriate and necessary.
- Communication and visual support resources are provided by Aurora Eccles and Norfolk WEX.
- Students complete a reflection task and process after their placement.
- Reflection outcomes and process are recorded and linked to EHCP for evidence.

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- Reflection and Employer feedback is received by the school and kept on file to be used with EHCP or other appropriate meetings.

13. Quality Assurance and Monitoring

13.1 Placement Quality Standards

- Aurora Eccles will work with employers and Norfolk WEX to identify placements that offer appropriate learning opportunities and meaningful experience of the workplace.
- Ensure placements are aligned, where possible, with students' career aspirations, interests, strengths and future pathways.
- Confirm that employers can provide suitable supervision, guidance and support throughout the placement.
- Ensure the placement offers opportunities for students to develop employability skills, including communication, teamwork, problem-solving, resilience and independence.
- Review whether reasonable adjustments are required to enable equitable access for students with SEND, medical needs or other vulnerabilities.
- Ensure that health and safety requirements have been considered and that risks are appropriately managed before the placement begins.
- Seek assurance that employers understand their responsibilities regarding safeguarding, welfare and professional conduct.
- Promote placements that support Gatsby Benchmark 6 by providing students with meaningful experiences of workplaces

13.2 Monitoring During Placement

A high-quality placement should:

- Have clearly identified learning objectives.
- Provide exposure to real workplace environments and expectations.
- Include opportunities for students to observe and participate in workplace activities.
- Offer constructive feedback to students.
- Promote personal development and employability skills.
- Be inclusive and accessible to all learners.
- Provide a positive and safe working environment.
- Maintain appropriate contact with students and employers throughout the placement.
- Confirm attendance and engagement where appropriate.
- Monitor student welfare, safeguarding and wellbeing during the placement.
- Act promptly if concerns are raised regarding health and safety, safeguarding, conduct, attendance or suitability of duties.
- Record and investigate any incidents, accidents, near misses or concerns reported by students or employers.

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- Provide additional support where required for students identified as vulnerable or requiring reasonable adjustments.
- Liaise with parents/carers where concerns arise that may impact the student's safety or participation.
- Review the suitability of the placement if any significant concerns emerge.
- Retain the authority to amend, suspend or terminate a placement where it is no longer considered safe, appropriate or beneficial.

Monitoring Activities May Include:

- Telephone calls, emails or virtual check-ins by class teams or the Engagement Team.
- Placement visits where appropriate by class teams or the Engagement Team.
- Student progress reviews.
- Employer feedback discussions.
- Welfare and safeguarding checks.
- Review of reasonable adjustments and support strategies.

Where a safeguarding concern arises before, during or following a work experience placement, school staff will follow Aurora Eccles School safeguarding procedures and make referrals where appropriate.

- For Norfolk-based placements, concerns may be referred to:
 - **Norfolk Multi-Agency Safeguarding Hub (MASH)**
Tel: 0344 800 8021
 - **Emergency Duty Team (Out of Hours)**
Tel: 0344 800 8020
- Where a placement is located outside Norfolk, referrals will be made to the relevant local authority children's social care team. The Designated Safeguarding Lead (DSL) will oversee all safeguarding referrals and information sharing in accordance with statutory safeguarding guidance and Aurora policies.

Supporting Students During Placement

The school will ensure that students:

- Know who to contact if they require assistance.
- Understand safeguarding and reporting procedures.
- Are aware of expectations regarding conduct and professionalism.
- Feel confident in reporting concerns without fear of negative consequences.
- Monitoring arrangements may include:
 - Daily attendance and welfare checks by the class team or Engagement Team.
 - Regular contact between the student, placement provider and designated school contact (agreed prior to the placement)

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- Additional monitoring visits, telephone calls or virtual check-ins where deemed necessary based on student need or placement risk by the class team or Engagement Team.
- Immediate reporting of safeguarding concerns, accidents, incidents, absences or emerging risks (MyConcern/LADO as is appropriate)
- Recording of all significant monitoring activity within school systems and student records (Engage)
- Where a student requires enhanced support, a bespoke monitoring plan may be agreed by the Careers Leader, SENDCo and safeguarding team prior to the placement commencing.

13.3 Post-Placement Evaluation

The school is committed to evaluating the impact and quality of work experience placements to support continuous improvement and student progression.

Following each placement, the school will:

- Gather feedback from students, employers and, where appropriate, parents/carers.
- Review whether the placement met its intended learning outcomes.
- Evaluate the extent to which students developed employability skills and workplace awareness.
- Assess the effectiveness of any reasonable adjustments or support provided.
- Review attendance, engagement and participation during the placement.
- Record any safeguarding, welfare, health and safety or behavioural concerns arising during the placement.
- Identify examples of good practice and areas for improvement.
- Use evaluation findings to inform future placement planning and employer selection.
- Celebrate student achievements and recognise skills developed through the placement.

Student Evaluation May Consider:

- What the student learned about the workplace.
- Skills developed during the placement.
- Increased confidence, independence and resilience.
- Future career aspirations influenced by the experience.
- Recommendations for future placements.

Employer Evaluation May Consider:

- Student engagement and professionalism.
- Attendance and punctuality.

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- Communication and teamwork skills.
- Readiness for the workplace.
- Recommendations for future development.

Continuous Improvement

The school will use information gathered through evaluation activities to:

- Improve the quality of future placements.
- Strengthen partnerships with employers and Norfolk WEX.
- Enhance support for students with additional needs.
- Review policy and procedures where necessary.
- Further develop the school's careers education and work-related learning programme.

13.4 Annual Programme Review

Quality Assurance Processes

- Schedule of Compass/Compass+ self-reporting will be completed in Autumn 2, Spring 2 and Summer 2.
- The placement approval process is signed off by the careers lead Tamsin Highfield or assistant head teacher Helen Waring and the appropriate WEX paperwork is completed.
- The careers lead will monitor any visit schedule that is needed on a case by case basis with the students.
- The Programme will be reviewed every year during September and October, reflecting on the previous year.

Work experience outcomes will be reported during the governance process on a yearly basis through the compass reporting schedule and the monitoring completed in conjunction with WEX.

14. Destination Tracking and Transition Follow-Up

Aurora Eccles 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. 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.

Destinations of other school leavers during the year will be collated but reported under the Placement End Policy.

Aurora Eccles 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,

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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 Headteacher, Principal or Head of School, and recorded on Engage in a timely manner.

14.2 Statutory and Good Practice Context

Placement Approval and Authorisation

- A suitable placement opportunity is identified.
- Norfolk WEX undertakes employer suitability, safeguarding and health and safety checks as required.
- The school reviews placement information and any relevant risk assessments.
- A student-specific risk assessment is completed where additional vulnerabilities, medical needs or SEND requirements are identified.
- Reasonable adjustments are agreed with the employer where required.
- Parent/carer consent is obtained.
- Any safeguarding considerations are reviewed by the Designated Safeguarding Lead.
- Final approval is granted by the Careers Leader or nominated member of the Senior Leadership Team.

Travel and Accessibility Support

The school recognises that students may require differing levels of support to access their work experience placement safely and successfully.

Prior to placement, consideration will be given to:

- Independent travel skills.
- Public transport accessibility.
- Distance and travel time.
- Student vulnerability and personal safety.
- Any medical, behavioural or SEND-related needs.

Support may include:

- Travel training opportunities before placement.
- Accompanied visits to the placement venue.
- Staff support for initial journeys where appropriate.
- Parent/carer transport arrangements.
- School transport support where agreed and operationally feasible.

Travel arrangements will be discussed as part of placement planning and recorded where appropriate within individual risk assessments.

14.3 Roles and Responsibilities for Destination Tracking

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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: Chris MacKinnon	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. Tamsin Highfield	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.
SEND/CO / EHCP Lead. Jane Negal/ Sonia Kay/Freya Conway	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 Eccles 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.

14.5 Data Protection

The school will share relevant destination and transition information with local authorities, post-16 providers and other agencies where there is a lawful basis to do so and in accordance with data protection legislation.

Any information shared will:

- Be proportionate and relevant.
- Support continuity of education, training or safeguarding arrangements.
- Be processed in accordance with the school's Data Protection Policy.
- Respect the privacy and rights of students and their families.

14.6 Use of Destination Data

At Aurora Eccles 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.

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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

- Information is collated by Jane Negal (SENDCo) with support of other staff including form tutors who have established relationships with families. This is recorded on a spreadsheet and then added to Engage by admin staff.
- Engage records are monitored and quality assured by Jane Negal (SENDCo) and relevant leadership team members such as Assistant Headteachers
- Families are made aware in the Summer term of Year 11 that the school will contact them in the following September. A reminder is sent in the first week of the Autumn term to families. During September form teams are given specific questions to gather data in regard to Year 12 placements. They phone/email families to ensure as much data is gathered as is possible. If a parent/carer declines to engage in this process the Headteacher is made aware. Alumni are also invited in to speak to current Year 11 students about their experiences post Aurora Eccles.
- If a learner is at risk of becoming NEET, families are supported to identify routes of support by Aurora Eccles. This may include support from external agencies, communicating with FE placements and support to go to tribunal if required. This support is led by the SENDCo team and by any other staff at Aurora Eccles who are involved with supporting the families.
- Destination outcomes are reported to governors in the Autumn and Spring term of the following academic year. A spreadsheet is kept of destinations, level and name of course etc. This information is then entered into Engage. The process of tracking destinations is led by Jane Negal (SENDCo) and supported by other staff as and when necessary. The information is recorded on a shared spreadsheet and reviewed and updated regularly. The school remains in contact with families after the end of the Year 11 placement and has clear lines of communication with FE sites that Aurora Eccles students often attend (e.g. CCN, Easton College, East Coast College etc.) The schedule for the gathering of evidence after the beginning of Year 12 is outlined above.

15. Policy Review and Implementation

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

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Appendix	Document Title
Appendix A	Careers Action Plan

Subject Action Plan		
Subject: Careers	Period of the Plan: 2026 - 2027	

Areas for Development	Intention	Implementation			Impact	
	What is it and why are changes being made?	What individual actions are needed to achieve the intention - i.e. How will the task be broken down?	Who will be involved ?	When will any of the actions be completed by?	What is the £ cost?	What evidence will you be able to provide to show impact / improvement for pupils?
Curriculum content - Planning & Development & Resourcing	BM1: Stable careers programme Current programme is in place across KS4 and elements are established .	Curriculum overview plan review. Plan careers week to be delivered during form time.	TH	01/09/26	Time	Available on teams.
			TH	Weekly	Time	Available on teams
			TH	Weekly	Time	and introduced in morning briefing.
			TH	30/09/26	Time Unsure on cost	Available on teams and to all relevant staff.
	Continue with career of the week delivery across the school.	Short career of the week lesson shared with all staff to be delivered during form time weekly.	TH	21/12/26	Time Unsure on cost.	Photo's and input onto earwig for each pupil.
	BM2: Learning from career and labour	BM5: Encounters with employers	TH	15/10/26	Time	

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	market information .	and employees. Organise career fayre for current year 10 and 11s.	HW and TH	21/12/26	Coach hire	
	BM3: Addressing the needs of each pupil: Programme is currently ceasing and new contracts and arrangements need to be made with WEX.	Organise visits from arts and technology based career professionals.	HW	21/12/26	Independent meetings cost.	A wider variety of work experience placements taken up by different pupils.
	BM6: Experience s of workplaces .	BM6: Experience s of workplaces .	Class teachers TH	As per schedule.		Photo's and input onto earwig for each pupil.
	Establish a wider selection of work experience placements in conjunction with WEX.	Establish a wider selection of work experience placements in conjunction with WEX.	SLT	Throughout the year.		
	BM7: Encounters with further and higher education. Organise visits to a range of college.	Organise visits for the year group to Norwich City College, Easton College. Most pupils to Lowestoft College and a few pupils to College of West Suffolk.	Class teachers	Termly		Each pupil has a clear career plan.
	BM8: Personal guidance Regular contact needed with an independent agency to create a career plan to ensure that the careers programme is delivered	Regular contact regarding careers				Resources available to each class to assist in learning for pupils.
						Notes recorded and feedback captured and relayed to staff where relevant.

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	appropriately.	meetings. Organise pen portraits for each pupil to assist in the meetings.				
	BM4: Linking learning to careers. Teaching resources chosen, checked and reviewed.	Clear links to scheme of work. Resources ordered and purchased.				
	Resources – stationery and specialist equipment.	Reviewed on a termly basis as classes rotate the resources.				
	Curriculum QA	Order completed as required.				
	Curriculum staffing	Evidence through learning walks.				
	Curriculum time: 1 20 minute input a week for each class.	Class teachers to teach their classes across the whole school. Lesson will be clearly identified in the class timetable.				
Assessment/Recording & Reporting	CURRENT: Follow current	School policies	ALL TEACHI	½ termly		Picked up as part of

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	'School policies.	and procedures followed	NG STAFF			learning walk / lesson observations / student – staff feedback.
	BM1: Stable careers programme . Quiz to remind pupils on different careers that have been covered that half term.	Quiz created and sent to all staff and available on teams. Evidence through: Learning walks and book scrutiny etc	All relevant staff. TH TH TH / relevant staff	½ termly Regularly Termly ½ Termly		Evidenced through quiz results. Reward for the class with the highest marks.
	Attendance at careers meetings ks4.	Individual lesson observations – Reviewed termly as part of progress reporting each term. Liaise with independent company reference meetings. Arrange career meeting times.	HW and admin team.	Termly.	Time Cost:	Notes recorded and feedback captured and relayed to staff where relevant. Pupils attend meetings and complete college applications.
Teaching & Learning	Programmes of study regularly reviewed and adapted. Resources updated /	HOA to check through and feedback where necessary any	TH and ALL TEACHING STAFF	½ termly Termly	TIME	Students progress shown through quiz results.

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	maintained .	adaptation s or changes.	TH / SLT/ Line manager s	Annually		
	QA of lessons and delivery of POS regularly reviewed.	Learning walks. Individual lesson observation s –	TH / Line manager s	Annually / Bi-annually		Picked up as part of learning walk / lesson observation s / student – staff feedback.
	APPRAISAL S – supportive / collaborative / identify training needs / raise standards.	Appraisals / performance reviews / competency reviews of staff involved.	ALL STAFF	Continuou s for all lessons.		
	High standards of behaviour and safety expected. Positive reinforcement used. Any matters of concern dealt with promptly using school behaviour policies and procedures .	Use of CLIMB / Classdojo / form tutors informed / sanctions applied if required / contact home / re-evaluation of strategies.	TH			Low level of behaviour and safety incidences reported. All followed up and procedures and strategies adapted if required. See behaviour and contact records etc. CLIMB positive feedback regularly given and recorded on CLASSDOJO.
	TIMETABLING – Clear timetable in place to ensure classes are	Timetable for careers weekly in place during form time, once a week.				

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	teaching the lessons planned and allocation of resources is consistent.					
Compliance / Ofsted/exam board etc	Compliance procedures regularly reviewed. Follow current 'School policies' as directed.	TH / teacher i/c completes paperwork etc. Training available if required. TH to stay on top of current requirements and keep up to date with any changes.	TH and ALL TEACHING STAFF TH	As required.	TIME to complete / COVER	Use of any feedback given from supporting agencies.
Safeguarding/H&S	HEALTH AND SAFETY - KEEPING IN LINE WITH NATIONAL & LOCAL CHANGES: Safeguarding and H&S procedures regularly reviewed. Follow current 'School policies' as directed.	ALL STAFF to keep up to date with all safeguarding and safety training. ALL STAFF to keep up to date with all safety information and training.	TH and ALL TEACHING STAFF ALL STAFF HR / SLT	Continuous and reviewed periodically – ½ termly, termly or annually – as appropriate. Reviewed ½ termly.	TIME TIME TIME	Picked up as part of learning walk / lesson observations / student – staff feedback. Low level of behaviour and safety incidences reported. All

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	KCSIE reviewed annually. DBS renewed every 3 years. Aurora risk assessments carried out regularly to cover all relevant areas.			Continuous and reviewed periodically. Continuous and reviewed periodically – usually annual.	TIME	followed up and procedures and strategies adapted if required. Access to all CLEAPSS safety information etc Risk assessments completed and available.
IT & IT Software						
Training & Development	Regular general training on Thursday eves. Regular subject specific meetings for all relevant staff Support offered during INSET days to all. Individual staff can identify specific training	SCHOOL ORGANISED AND PLANNED. As per school schedule Staff to identify any training needs and let HoA know	ALL STAFF TH and all relevant staff. All relevant staff.	Continuous CPD. Usually ½ termly As and when identified.	TIME TIME - £ - COVER	STAFF TRAINING AND CPD RECORD

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	needs to SLT/HoA					
Equality and diversity opportunities	Regular training and guidance followed. Follow current Aurora and 'School policies' as directed. Section in POS to highlight these areas and where opportunities can be found to re-enforce positive messages.	SCHOOL ORGANISED AND PLANNED. Try to incorporate key points and opportunities in the POS.	ALL STAFF TH	As directed. As and when opportunities arise – links to national events etc.	TIME	INSET AND MEETINGS Picked up as part of learning walk / lesson observations / student – staff feedback.
Facilities and other developments	Maintain careers corridor displays		TH	Ongoing		

Subject Action Plan Proforma V2: **JAN 22**