



CAREERS, WORK EXPERIENCE AND DESTINATION TRACKING LOCAL PROCEDURES

Aurora Hedgeway School

Please refer to the main Policy A166

0. Summary of changes since previous version of policy

Update / review in light of DFE Gov document 'Statutory guidance- Careers Guidance and access for education and training providers' May 2025

1. Policy Statement

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

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

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

2. Aims and Objectives

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

- Enable learners to understand their own skills, values, interests, strengths and aspirations
- Help pupils navigate the diverse career, education, training, supported employment and independent living opportunities available to them
- Is meaningful, structured and progressive across Key Stages 3, 4 and post-16
- Contributes to each young person's preparation for adulthood, employment and independent living
- Enables schools and colleges to evidence Gatsby Benchmark 6 (Experiences of Workplaces) and broader careers programme quality

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- 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 fulfils the requirements of the document 'Careers guidance and access for education and training providers - Statutory guidance for schools and guidance for further education colleges and sixth form colleges August 2022. Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).

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) 2024 / 2025	Safeguarding duties, DBS requirements for placement providers, supervision	Statutory

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Document	Relevance	Status
	obligations and reporting responsibilities during work experience	
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; equalex 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:

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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 Hedgeway 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

- Our Careers curriculum fully supports students by delivering careers lessons which embed inspiration and aspiration, not just advice. This includes broadening students' horizons and challenging stereotypical thinking about the kind of careers to which individuals might aspire.

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- Teachers identify the interests, strengths and motivations of pupils and use these as a basis for planning support from an early age. We plan a curriculum that has individual pathways running throughout, ensuring a range of interventions to provide CEIAG, building on knowledge taught at each stage.
- At Aurora Hedgeway School, careers education is delivered through a personalized and therapeutic approach that recognizes the individual strengths, needs and aspirations of pupils with Special Educational Needs and Disabilities (SEND). We use Compass as our core careers platform to support pupils in developing self-awareness, confidence, independence, and realistic ambitions for adult life.
- Our careers program is fully aligned with the Gatsby Benchmarks, Preparing for Adulthood outcomes, and each pupil's EHCP targets where appropriate. Careers education begins with helping pupils understand themselves, identify their strengths and interests, and develop the skills needed for adulthood, employment and independent living.
- Some of the elements covered in our Careers Program include;
- Identifying personal strengths, interests, and career aspirations.
- Developing learner profiles, CVs, and preparing for transition.
- Exploring college, apprenticeship, supported internship and employment pathways.
- Practicing interviews, communication skills, and application processes.
- Understanding workplace expectations, routines, behavior, and personal presentation.
- Accessing online careers platforms and education platforms.
- Employer encounters, guest speakers, careers talks and employability workshops.
- Exploring different jobs, workplaces, and career sectors.
- Developing teamwork, communication, resilience, organization, and problem-solving skills.
- Participating in work experience, volunteering, enterprise projects, and workplace visits.
- Attending careers fairs, college open days and aspirational visits.
- Developing independent living skills, including travel training, money management, and decision-making.
- Preparing for adulthood through personalized transition planning linked to EHCP outcomes.
- All careers learning is differentiated and delivered in a way that enables pupils to develop realistic aspirations, build confidence and gain meaningful experiences that support successful transitions into further education, training, employment and adult life.
- Meaningful workplace experiences may include workplace visits, employer projects, volunteering, enterprise activities, supported work experience, job-shadowing, community-based learning, in-school enterprise and virtual workplace encounters where appropriate. Pupils with anxiety, autism, SEMH or communication needs may

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access graduated and scaffolded experiences before attending external work placements.

4.1 Information, Advice and Guidance

All students receive impartial careers information, advice and guidance appropriate to their age, needs and aspirations. Careers discussions form part of annual review processes, Preparation for Adulthood planning and transition reviews. Students and families are supported to explore Further Education, Supported Internships, Apprenticeships, Supported Employment, Traineeships, volunteering and independent living pathways. Where appropriate, students have access to external independent careers guidance and local authority transition services.

4.2 Work Related Learning and Work Experience

There is a statutory requirement for 16-19 year olds to be offered the opportunity to undertake high quality and meaningful work experience as part of their post-16 education.

We successfully link with a number of businesses to give our pupils meaningful work experience. We have clear processes for managing Health and Safety in relation to work experience. (see the work experience guidance)

Through Rebuild Support and employer partnerships, pupils will participate in meaningful encounters with employers, employees, apprenticeship providers, further education providers, supported internship providers and community organisations.

Encounters may take place in school, virtually, within the local community or within workplace settings and will be adapted to meet individual SEND, SEMH and anxiety needs

4.3 Vocational learning and enterprise

Students participate in a range of practical vocational and enterprise activities linked to real-life contexts. Opportunities may include catering projects, horticulture, community engagement, retail enterprise, fundraising activities, environmental projects, and work-related learning programs. These experiences help students develop communication, teamwork, problem-solving, organizational, and employability skills.

To support vocational learning and enterprise, all pupils participate in a range of enterprise projects such as the Christmas Fair and other charity and community events across the year. At Aurora Hedgeway School, we are committed to high quality and meaningful work-related learning and work experience which is paramount for our students to develop the necessary skills, knowledge and experience they can transfer to life and the world of work.

4.4 Travel Training

Where appropriate, students are supported to develop independent travel skills as part of their Preparation for Adulthood pathway. Travel training may include road safety, journey planning, public transport use, personal safety awareness, and supported travel experiences within the local community. Programs are tailored to individual needs and readiness.

4.5 Risk assessments and Safeguarding

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All placements are fully risk assessed and we ensure the suitability of any community work experience or volunteering. The wellbeing of our students is always paramount in all opportunities offered. (see the work experience guidance)

4.6 External Partners

We work closely with external partners to provide a range of meaningful careers and employability experiences that are accessible to pupils, regardless of their level of confidence, anxiety or ability to access community-based activities independently.

Opportunities may include employer visits to school, guest speakers, virtual employer encounters, workplace videos, supported workplace visits, college links, careers workshops, work experience, or volunteering opportunities. Where appropriate, activities are carefully scaffolded and may begin within the familiar school environment before progressing to community-based experiences.

For pupils with high levels of anxiety, emotional regulation needs or difficulties accessing unfamiliar environments, careers activities are adapted to ensure they can engage successfully. This may include smaller group activities, one-to-one preparation, virtual encounters, additional adult support, gradual exposure to new environments, and visits where appropriate.

We are committed to ensuring careers education is personalized, trauma-informed and aspirational. Through meaningful encounters with employers, training providers, colleges and community organizations, pupils are supported to develop confidence, explore future pathways and build a realistic understanding of adulthood, employment and independent living in a way that feels safe and achievable for them.

4.7 Parent/Carer Involvement

We work in partnership with parents/carers, care providers and other agencies to ensure that students are supported holistically in their onset development. We do this by using newsletters and parents' evenings. We share course information, open days and careers fairs to help inform the decision-making process.

Parents and carers will be involved in careers planning, annual reviews, work experience planning, destination planning and transition reviews. Families will receive information regarding open days, careers fairs, apprenticeships, supported internships, colleges, employment and local authority Preparation for Adulthood services.

5. Roles and responsibilities

Our careers Lead oversees the Rebuild employer encounter tracking and Gatsby Benchmark evidence. They work alongside Rebuild Support to coordinate independent careers guidance, contribute accordingly to annual reviews, support with transition planning and destination tracking.

The Careers Lead will monitor the schools careers program and careers education against the Gatsby Benchmarks. The Head of School will support the Careers Lead in monitoring the

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quality of careers Education across school. Class teachers will ensure that the coverage of careers within their curriculum follows the agreed long-term plans.

6. Implementation

The Careers Lead and class teachers are responsible for ensuring the implementation of the Careers Policy. Teachers and Teaching Assistants will work under the guidance of the Careers Leadership team to ensure implementation is effective.

Careers education is delivered through Rebuild, PSHE, Preparation for Adulthood, enrichment activities, employer encounters, enterprise projects, workplace experiences and community participation. Learning is adapted to meet individual communication, sensory, anxiety and learning needs and is delivered through practical, visual, experiential and therapeutic approaches.

7. Support, Advice and Communication

Our Careers Lead at Aurora Hedgeway School is Clare Cornell

Contact number: 01454 632532

Email address: Clare.Cornell@theauroragroup.co.uk

8. Review

We record and track our Destination Data and carry out follow up interviews for 3 years after students leave to ensure placements are successful and offer support where needed.

8.1 Measuring and Assessing the Impact of our Careers Program

We evaluate the effectiveness of our careers program annually through:

- Gatsby Benchmark achievement using Compass+.
- Destination and progression data.
- Participation in employer encounters, careers fairs and workplace experiences.
- Participation in work experience, volunteering and enterprise activities.
- Pupil voice and learner feedback.
- Parent and carer feedback.
- Independent careers guidance records from Rebuild Support.
- Achievement of EHCP Preparation for Adulthood outcomes linked to employment, independence and community participation.
- College, apprenticeship, supported internship and employment outcomes.

The above information is used to evaluate our program and to inform our action planning the following year.

Destination information will be reviewed alongside EHCP outcomes, attendance, engagement, work experience participation and Preparation for Adulthood outcomes to evaluate the effectiveness of the school's careers programme.

Rebuild records will contribute to annual reviews, destination planning and evaluation of careers provision.



9. Provider Access policy statement

The provider access policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer.

This complies with the school's legal obligations under Section 42B of the Education Act 1997.

9.1 Pupil entitlement

All pupils in Key stage 2, years 3 to 6, are entitled to a personalized careers program that helps them explore their strengths, interests and aspirations. Pupils will learn about different jobs and workplaces, develop confidence, communication and independence skills, and participate in age-appropriate careers activities, employer encounters, curriculum driven topics, trips and Preparing for Adulthood experiences.

All pupils in Key stage 3&4, years 7 to 13, are entitled to a personalized careers program linked to their EHCP outcomes, interests and future aspirations. This includes access to careers guidance, employer encounters, work-related learning, college and training provider visits, employability skills development, work experience opportunities where appropriate, independent living skills, transition planning, and support to understand post-16 pathways including further education, apprenticeships, supported internships and employment.

All careers education is delivered through a therapeutic, SEND-focused and trauma-informed approach, with appropriate adjustments and support to ensure every pupil can access meaningful experiences and prepare successfully for adulthood, employment and independent living.

All pupils at Aurora Hedgeway School are entitled to:

- Access a personalised careers programme linked to their EHCP outcomes, strengths, interests and aspirations.
- Use Compass to explore careers, pathways and transition planning.
- Receive independent careers guidance through Rebuild Support.
- Participate in employer encounters, careers events and workplace-related learning.
- Develop employability, independence and life skills through Preparing for Adulthood activities.
- Access college visits, provider encounters, careers fairs and aspirational experiences.
- Participate in work experience, volunteering or workplace learning opportunities appropriate to their needs and readiness.
- Receive individual transition planning and support when preparing for their next stage of education, training or employment.
- Have their destination tracked and receive ongoing support where appropriate to promote sustained positive outcomes.

Management of provider access requests Procedure

A provider wishing to request access should contact to site leader

Name: Natalie Scott- Sheppard

Tel: 01454 632532

Email: Natalie.Scott-Sheppard@theauroragroup.co.uk

Opportunities for access

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Providers may access students through careers lessons, careers events, annual reviews, preparation for adulthood activities, enterprise projects, workplace visits, transition events, careers fairs, work experience programmes and enrichment activities throughout the school year. Requests for access should be made through the Careers Lead and will be considered in line with safeguarding requirements and curriculum priorities.

10. Careers Overview

Aurora Hedgeway School delivers a person-centered careers program that prepares students for adulthood, further learning and future employment. The program aligns with the Gatsby Benchmarks and focuses upon raising aspirations, developing employability skills, promoting independence, and supporting successful transitions into adulthood. Through meaningful employer encounters, work-related learning, vocational experiences and impartial careers guidance, students are supported to make informed decisions about their futures and achieve their individual aspirations.

11. Monitoring arrangements

This Policy will be reviewed annually by the Careers Lead in conjunction with the Head of Service.

Appendix 1- Links

National Careers & Apprenticeships

- Careers & Enterprise Company (CEC) <https://www.careersandenterprise.co.uk>
- Careers & Enterprise Company SEND Resources
<https://www.careersandenterprise.co.uk/educators/send>
- Amazing Apprenticeships <https://www.amazingapprenticeships.com>
- Amazing Apprenticeships SEND Resources
<https://www.amazingapprenticeships.com/send>
- National Apprenticeship Service (Find an Apprenticeship)
<https://www.gov.uk/apply-apprenticeship>
- UCAS <https://www.ucas.com>
- UCAS Support for Students with Additional Needs
<https://www.ucas.com/undergraduate/applying-university/individual-needs>
- Prospects <https://www.prospects.ac.uk>

Preparing for Adulthood

- Preparing for Adulthood Programme (National Development Team for Inclusion)
<https://www.preparingforadulthood.org.uk>

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- Preparing for Adulthood Resources
<https://www.preparingforadulthood.org.uk/resources>

SEND Local Offers

- North Somerset SEND Local Offer
<https://n-somerset.gov.uk/my-services/children-young-people-families/send-hub-local-offer>
- North Somerset Preparing for Adulthood
<https://n-somerset.gov.uk/my-services/children-young-people-families/send-hub-local-offer/send-hub-preparing-adulthood>
- Bristol SEND Local Offer
<https://www.bristol.gov.uk/residents/schools-learning-and-early-education/send-local-offer>
- South Gloucestershire SEND Local Offer
<https://findabilitysouthglos.org.uk>
- Somerset SEND Local Offer
<https://www.somerset.gov.uk/children-families-and-education/the-local-offer>
- Somerset Preparing for Adult Life / Apprenticeships
<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/preparing-for-adult-life/apprenticeships>
- Bath & North East Somerset SEND Local Offer
<https://www.bathnes.gov.uk/localoffer>

National Careers Service Email: <https://nationalcareers.service.gov.uk/>

The NCS provides over-the-telephone and online careers services to 13-18 year olds with information, advice and guidance on learning, training and work opportunities. The NCS website contains over 750 job profiles, and each of them gives you the essential information you need on what the job involves and how to get into it. The site has local job market information. The service offers confidential and impartial advice, supported by qualified careers advisers.

Appendix 2 - The Gatsby Benchmarks

1. **A stable career programme.** Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. **Learning from career and labour market information.** Every student, and their parents, should have access to good quality information about future study options and labour market

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opportunities. They will need the support of an informed adviser to make best use of available information.

3. **Addressing the needs of each student.** Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers program should embed equality and diversity considerations throughout.
4. **Linking curriculum learning to careers.** All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. **Encounters with employers and employees.** Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. **Experiences of workplaces.** Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. **Encounters with further and higher education.** All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. **Personal guidance.** Every student should have opportunities for guidance interviews with a trained career adviser. These should be available whenever significant study or career choices are being made.

6.2 Local Careers Policy and Procedures

This local careers procedure for Aurora Hedgeway 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.

12. Roles and Responsibilities

Named Roles

Insert locally:

- Named Careers Leader: Clare Cornell
Clare.Cornell@theauroragroup.co.uk - 01454632532

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- Named DSL for Work Experience safeguarding matters: Beckie Marston
Beckie.marston@theauroragroup.co.uk_07796 088727

- Named SENDCO / EHCP lead: Vanesa Verna Estrada
Vanesa.VernaEstrada@theauroragroup.co.uk - 01454632532

13. Programme Design and Progression

See the specific programme design above. 9

14. Safeguarding During Work Experience

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

9.1 Placement Provider Safeguarding Checks

9.2 Supervision and Monitoring

9.3 Vulnerability Considerations for SEND Pupils

9.4 Reporting Safeguarding Concerns During Placement

Safeguarding Procedures

Insert locally:

- Named DSL and Deputy DSL contact details for placement providers and families

DSL- Beckie Martson

Beckie.marston@theauroragroup.co.uk

07796 088727

Deputy DSL'S-

Klaire Rowland

Klaire.Rowland@the-aurora-group.com

07776658573

Vanesa Verna Estra

Vanesa.VernaEstrada@theauroragroup.co.uk

01454632532

Clare Cornell

Clare.Cornell@theauroragroup.co.uk -

01454632532

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Laura Almond
 Laura.Almond@theauroragroup.co.uk
 01454 632532

Natalie Scott Shepard
 Natalie.Scott-Sheppard@theauroragroup.co.uk
 07557 367280

- School emergency contact number (available during placement hours)
 Aurora Hedgeway School- 01454 632532

15. 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.

16. Destination Tracking and Transition Follow-Up

Aurora Hedgeway 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.

16.1 Scope of Destination Tracking

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

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

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

16.2 Statutory and Good Practice Context

16.3 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.
Principal- Klaire Rowland Head of School - Natalie Scott Sheppard	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. Clare Cornell	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. Vanesa Verna Estrada	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.

16.4 What Data Will Be Collected?

At Aurora Hedgeway 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.

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

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

17. Policy Review and Implementation

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

17.1 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

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- Is jointly planned between the school/college, employer, and young person (and family)

17.2 Employer Engagement for Supported Internships

Supported Internship Programme

18. 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

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

Template versions of each appendix are available

Appendix	Document Title
Appendix A	Individual Work Experience Plan
Appendix B	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