



CAREERS, WORK EXPERIENCE AND DESTINATION TRACKING LOCAL PROCEDURES

Aurora Ivy Lane 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 Ivy Lane

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 Ivy Lane 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, 4 and post-16
- Contributes to each young person's preparation for adulthood, employment and independent living
- Enables schools and colleges to evidence Gatsby Benchmark 6 (Experiences of Workplaces) and broader careers programme quality
- Is delivered safely, with robust safeguarding and risk management in place throughout
- Is planned and reviewed in genuine partnership with pupils, families, employers and relevant professionals
- Ensure destination data is recorded, reviewed and used to evaluate the impact of provision and identify where additional transition support is required
- Support learners to become confident, resilient, informed, self-aware, enterprising and proud of their achievements

3. Legal Framework and Statutory Duties

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

3.1 Primary Legislation

Legislation / Guidance	Relevance to Work Experience	Status
Children and Families Act 2014	Duties relating to EHCP preparation for adulthood outcomes, including employment and independent living	Statutory
Education Act 1997	Defines the basis for work experience arrangements for pupils of compulsory school age	Statutory
Health and Safety at Work etc. Act 1974	Overall framework for health and safety duties applicable to all workplaces, including placement providers	Statutory
Equality Act 2010	Requires schools and placement providers to make reasonable adjustments and not to discriminate against pupils with SEND	Statutory
Management of Health and Safety at Work Regulations 1999	Risk assessment duties for employers including placement providers hosting young people	Statutory
Health and Safety (Training for Employment) Regulations 1990	Designates pupils on work experience as 'employees' for health and safety purposes, requiring the same protections afforded to staff	Statutory
Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013	Reporting obligations where pupils are injured during a placement	Statutory

3.2 Statutory Guidance

Document	Relevance	Status
Keeping Children Safe in Education (KCSIE) 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; 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:

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

6.1 Careers Curriculum

The careers curriculum at Aurora Ivy Lane will broaden pupils' horizons, challenge stereotypes and link learning to the world of work. Teachers will identify pupils' interests,

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strengths and motivations and use these to plan support, interventions and progression opportunities across Key Stages.

- In Key Stage 2, career-related learning should broaden children's understanding of the world of work, develop self-awareness, challenge stereotypes and connect classroom learning to future possibilities.
- In Key Stage 3, careers education should be embedded across curriculum areas and enriched through employer encounters, visits, themed days, enterprise activities and exposure to a wide range of job roles and sectors.
- In Key Stage 4 and post-16, careers education should include individual guidance, labour market information, transition planning, vocational learning, work-related learning and meaningful workplace experience.

6.2 Local Careers Policy and Procedures

This local careers procedure for Aurora XXX 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

- In 2026/27 the school has planned into its provision opportunities for students to:
 - o Experience work experience with a national hotel chain.
 - o Attend work experience in a working horse stables.
 - o Complete a work placement at a well known local charity.
 - o Join a community gardening volunteer program.
- Dependent on personal program of study and future aspirations all key stage 5 students will access one of the above and selected key stage 4 students will attend.
- Aurora Ivy Lane's Gap analysis against Gatsby benchmark 6 shows a need to further develop opportunities for key stage 4 and 5 students to attend a variety of workplace sectors for experiences in line with paid employment opportunities.
- Across the 2026/27 school year Aurora Ivy Lane is growing its links with local supported internship providers as its first compatible cohort reaches an age/ stage requiring this provision.
- Aurora Ivy Lane links with Wakefield Careers Hub who can be contacted through careers-education@westyorks-ca.gov.uk.
- Aurora Ivy Lane currently completes termly audits of Gatsby benchmarks. Outcomes and actions from these are reported to governors. Across 2026-27 the school plans to initiate use of compass + to support these audits.

7. Roles and Responsibilities

Named Roles

Insert locally:

- Named Careers Leader: Joe Hill, Assistant Head. Joe.hill@theauroragroup.co.uk; 01924927280
- Named DSL for Work Experience safeguarding matters: Michael Walsh

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- Named SENDCO / EHCP lead: Sarah Morgan
- Local Careers Hub contact: careers-education@westyorks-ca.gov.uk

8. Programme Design and Progression

See the specific programme design above.

8.2 Individual Planning

Local Curriculum Planning

Insert locally:

At Key Stages 2 and 3 students are made aware of opportunities in the world of work and every summer term offered bite size taster days in a range of roles either onsite or in the community.

At key stage 4 these bite size placements continue and where it is right for the student short block work experience and/ or volunteering/ enterprise opportunities are built into their provision.

At key stage 5 all students have a timetabled session of work experience and/ or community based volunteering.

At Key stages 4 and 5

Every year the school provides students with a varied program of both workplace tours and visiting professionals to discuss their work. These are detailed in the 'Our World' scheme of work.

2026/27 partners in provision of work experience include Hilton Hotels, Riding for the Disabled and Barnsley Hospice.

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

Ivy Lane students are transported to and from work experience placements by Ivy Lane staff and are continually supervised whilst on placement by Ivy Lane staff.

9.2 Supervision and Monitoring

Ivy Lane students are continually supervised by Ivy Lane staff whilst on work experience. Ivy Lane teachers and HLTAs have weekly contact with the placements and senior leaders visit termly.

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9.3 Vulnerability Considerations for SEND Pupils

Ivy Lane school staff work with providers to ensure all provision requirements as defined within an EHCP are maintained during placements

9.4 Reporting Safeguarding Concerns During Placement

Safeguarding Procedures

Insert locally:

Aurora Ivy Lane has the following DSLs and DDSLs:

Michael Walsh (DSL) Michael.walsh@theauroragroup.co.uk, 01924927280/ 07766428647

Joe Hill (DDSL) Joe.Hill@theauroragroup.co.uk, 01924 927280

Sarah Bowes-Charles (DDSL) Sarah.BowesCharles@theauroragroup.co.uk, 01924 927280

Michael Walsh to be used as emergency contact.

Wakefield Safeguarding Childrens team are the out of hours contact who can be contacted on 0345 8503 503 in both office and outside of office hours.

Due to their additional needs Aurora Ivy Lane students are taken to their placements with Ivy Lane staff following registration. If for any reason they attend school but not placement they join their class' timetable.

Accompanying Ivy Lane staff will ensure students receive communication support in line with their plans across any placement and any communication resources or equipment are available throughout.

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

Prior to any placement beginning Ivy Lane's senior leaders will fully risk assess the location and will review this risk assessment on an annual basis.

10.2 Age-Related Restrictions

Will be determined on a placement by placement basis alongside the provider.

10.3 Individual Pupil Risk Assessment

Ivy Lane's students' risk assessments show their risks offsite and how to respond to them. Where additional risks arise from the nature of the work experience these will be defined in each student's risk assessment.

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10.4 Accidents and Incidents

Health and Safety Procedures

Insert locally:

Pre placement risk assessment will be completed by Senior leaders inclusive of premises visit.

Student risk assessment and relevant plans will be shared with providers alongside assurance of necessary confidentiality.

Incident and accident reporting will be completed as per other incidents/ accidents within the school day on Aurora systems. Where necessary we will comply with the providers expectations;

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

Aurora Ivy Lane School is committed to promoting equality, celebrating diversity and creating an inclusive environment where every learner is valued and supported to achieve their full potential. We recognise that learners have individual strengths, needs and aspirations, and we make reasonable adjustments to remove barriers to learning, participation and achievement. Through our curriculum, culture and everyday practice, we foster respect, belonging and opportunity for all, ensuring that every learner can access education, develop independence and thrive within our school community.

11.2 Reasonable Adjustments in Practice

At Aurora Ivy Lane School, reasonable adjustments are embedded within everyday practice. We adapt teaching, communication, environments and resources to meet individual needs, ensuring learners can access learning, participate fully and achieve success. Adjustments are informed by assessment, EHCP outcomes and learner voice, promoting independence, wellbeing and equal opportunities across all aspects of school life.

11.3 Employer Engagement and Disability Confidence

Employer Reasonable Adjustments

Insert locally:

Where reasonable adjustments are required for a student to access a placement these should be defined in either a student's risk assessment or PBS plan.

School will meet each employment provider and offer relevant training to support their organisation with the placement.

Ivy Lane School provides student transport to and from placements.

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12. Information Sharing and Data Protection

Information Sharing Protocol

Insert locally:

Data Protection Office at Aurora Ivy Lane is Holly Gartland SBM

DPO will ensure consent and information sharing forms are completed prior to the placement beginning and stored onsite at Ivy Lane.

Prior to the start of any new placement Ivy Lane staff will meet with providers to agree information on students' required by the placement and to include this in the information sharing agreement.

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

12.2 Debriefing and Reflection

Preparation and Debriefing Formats

All students will be offered a familiarisation visit prior to starting a new placement and will be briefed/ debriefed daily as part of their routines. Ivy Lane will organise and fund these visits.

Any communication resources available in school will also be made available to students whilst on placement.

Outcomes achieved on placement will be reported towards EHCP reviews and recorded on internal progress meetings.

13. Quality Assurance and Monitoring

13.1 Placement Quality Standards

Alongside regular feedback from attending students and accompanying staff; termly placement visit from SLT can check the provision continues to match the agreed standards at the start of the placement.

13.2 Monitoring During Placement

Attending Aurora Ivy Lane staff will feedback to leaders any positives or issues that are arising on a weekly basis. SLT will visit termly to quality assure student experience.

13.3 Post-Placement Evaluation

At the end of a placement the student will receive a summative report of their experience and achievements.

13.4 Annual Programme Review

Quality Assurance Processes

Insert locally:

Termly analysis and reporting of Gatsby benchmarks to be completed by careers lead.

Each school year's placements to be agreed by the end of the preceding year and signed off by the headteacher.

The headteacher will provide an SLT monitoring schedule for each calendar year.

14. Destination Tracking and Transition Follow-Up

Aurora Ivy Lane 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 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 Ivy Lane 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.

14.2 Statutory and Good Practice Context

14.3 Roles and Responsibilities for Destination Tracking

Role	Responsibilities
Governing Body	Receives the annual destinations report through governance processes; monitors trends and vulnerable groups; holds leadership to account for improvement; and escalates or reviews Group-wide trends where appropriate.
Headteacher Michael Wash	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. Joe Hill	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 Sarah Morgan	Maintains secure records and supports appropriate data sharing with the local authority through the EHCP review process.

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Role	Responsibilities
Teachers / Tutors	Support collection of intended destinations and encourage alumni engagement where appropriate.

14.4 What Data Will Be Collected?

At Aurora Ivy Lane 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

14.6 Use of Destination Data

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

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

14.7 Follow-Up and Review

Destination Tracking and Alumni Follow-Up

Insert locally:

Every October and February the careers lead will follow up students leavers destinations and record these on engage.

Support to be offered where learners are at risk of becoming NEET and do not have suitable next steps or support networks in place.

Outcomes to be reported to governors by senior leaders.

15. Policy Review and Implementation

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

15.1 What is a Supported Internship?

- A minimum of six months' duration, based primarily at an employer

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

15.2 Employer Engagement for Supported Internships

Supported Internship Programme

Whilst Ivy Lane's past cohort has not required supported internships previously leaders have identified the current cohort likely will and is actively establishing links with potential providers.

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

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