



CAREERS, WORK EXPERIENCE AND DESTINATION TRACKING LOCAL PROCEDURES

Aurora Cedars 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 Cedars School.

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 Cedars School 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

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- 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	Statutory

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	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; 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
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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 Cedars School 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 Cedars School 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.

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- 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.

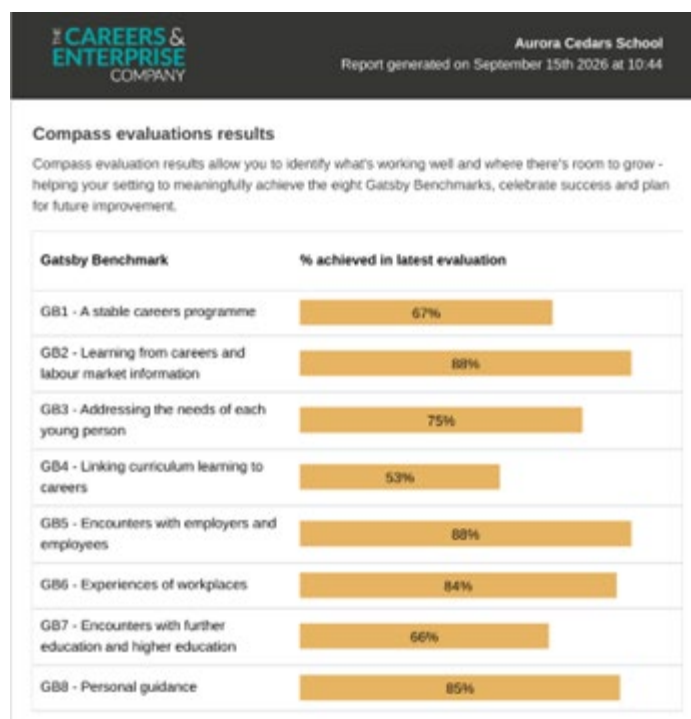
6.2 Local Careers Policy and Procedures

This local careers procedure for Aurora Cedars School 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.

PAM/ABS Gatsby Benchmark 6 Planning



Stage	Intended progression	Planned provision	Evidence of progress
KS3: Explore and prepare	Pupils develop an understanding of different workplaces, job roles and employability skills. They	Workplace visits and tours; employer-led projects; internal work experience within administration,	Careers portfolio or Compass+ record; pupil reflection; identified interests and

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	begin to identify their interests, strengths and support needs.	catering, maintenance and classroom support; supported volunteering; workplace safety and behaviour activities.	strengths; initial workplace-support profile.
KS4: Apply and experience	Pupils apply employability skills in a realistic workplace and explore whether a chosen sector is suitable for them. Experiences become longer, more personalised and increasingly independent.	Tailored external work placement or sustained school-based placement; workplace preparation; travel planning; employer-set tasks; opportunities to meet different employees; reasonable adjustments; employer feedback.	Placement goals; attendance record; completed workplace task; employer feedback; pupil reflection; updated CV and progression plan recorded in Compass+.
Year 11 transition planning	Pupils use their workplace experience to make an informed post-16 decision. Those requiring a more supported employment pathway are identified early.	Careers guidance interview; review of placement outcomes; college and training-provider visits; supported-internship information; transition meetings involving the pupil, family, school and relevant provider.	Confirmed destination; applications completed; transition plan; support information shared with consent; referral to an appropriate provider where required.
Post-16: Develop work readiness	Learners further develop independence, communication, emotional regulation, travel skills and sustained workplace behaviours.	A further meaningful workplace experience; job-coach support where needed; independent travel training; workplace communication and self-advocacy work; applications and interview practice.	Employer and job-coach feedback; improved independence; updated vocational profile; evidence of skills and reasonable adjustments; confirmed next step.
Supported internship, where appropriate	n/a	n/a	n/a

Compass/Compass+ Reporting Schedule

- Compass/Compass+ self-assessment is completed **termly** by the careers lead
- Results are reviewed by the Senior Leadership Team.
- Progress against Gatsby Benchmarks is reported to Governors through governance meetings.
- Action plans are updated following each assessment cycle



7. Roles and Responsibilities

Named Roles

Insert locally:

- Named Careers Leader: Pamela Jackson pamela.jackson@theauroragroup.co.uk
07471630459
- Named DSL for Work Experience safeguarding matters: Abigail Sprigg
- Named SENDCO / EHCP lead: Opal Jinks
- Local Careers Hub contact: Jenny Thorpe. Connexions
jenny.thorpe@wolverhampton.gov.uk

8. Programme Design and Progression

See the specific programme design above.

8.2 Individual Planning

Local Curriculum Planning

Aurora Cedars School introduces pupils to the world of work through a sequence of curriculum learning, employer encounters and workplace experiences. Activities are adapted to pupils' interests and support needs, with preparation and reflection built into the timetable.

KS1: The school does not currently have a KS1 cohort. However, we have PSHE and future Fridays available for key stage 1.

KS2: Pupils begin to explore jobs and the contribution people make to the school and local community. Teachers include age-appropriate work-related learning in curriculum lessons and practical activities. Pupils may meet staff in different school roles and take part in supervised tasks that develop communication, independence and responsibility. Formal work placements are not part of the KS2 offer.

KS3: Years 7–9 follow the weekly Pathways programme, which includes Careers, Life Skills and MindWorks lessons. Future Friday and Careers Week provide further opportunities to explore jobs and prepare for employer encounters. Workplace activities are planned through Active Citizens, allowing pupils to meet employees, visit working environments and complete supported tasks linked to what they have learned in lessons. Experiences are recorded across KS3 so that each pupil can build towards a week's worth of varied work experience activities.

KS4 and post-16: Weekly Pathways lessons continue to develop employability, travel, communication and independent living skills. In Year 10, pupils prepare for placements by learning about workplace expectations and setting individual goals. In Year 11, lessons focus on applications, interviews and next steps. Post-16 learners continue this preparation alongside workplace experiences, mock interviews and personal careers guidance.

Employer visits and workplace activities at KS3

The careers leader plans employer-led activities through Active Citizens, normally once each half term. These may include workplace visits, practical projects set by an employer, work shadowing and supported encounters with employees. Virtual workplace sessions may

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extend the range of sectors pupils can explore.

Staff prepare pupils for each activity using accessible information, visual supports or a pre-visit discussion as needed. Pupils have opportunities to ask questions and carry out a relevant task. Afterwards, they record what they learned and any feedback from the employer. The careers leader reviews participation to ensure that pupils can experience a range of workplaces over time.

KS4 placement model

The school uses a combination model for Years 10 and 11. Where appropriate, a pupil completes a block placement. For pupils who benefit from a gradual introduction, placement days may be spread across the two years, including regular full or half days. The planned experiences together should amount to five placement days. The format is agreed for each pupil and recorded in their careers plan. School-based experiences may help pupils build confidence before or alongside an external placement.

Post-16 pathways and partners

Post-16 pupils can explore further education, apprenticeships, employment and, where eligible and appropriate, supported internships. The careers leader maintains a current record of confirmed placement hosts and provider partnerships.

The school checks the availability and suitability of each pathway with the provider before presenting it as an option for an individual pupil.

Pupil voice and placement matching

Pupils help identify the work they would like to explore, the strengths they want to use and the support that helps them succeed. Staff gather their views through conversation, visual choices, supported activities or observation, according to how each pupil communicates best.

For all pupils, the careers leader and wider team consider the pupil's aspirations and preparation-for-adulthood outcomes alongside careers guidance. They also consider practical factors such as travel, communication, sensory needs and the support available in the workplace. The pupil, family, staff and placement provider agree clear goals and any adjustments before the experience begins. Pupil and employer feedback then informs future placement choices and transition planning.

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

Prior to the approval of any work experience placement, Aurora Cedars School undertakes robust safeguarding checks to ensure that the placement provider can offer a safe environment for the pupil. Placement providers are required to complete a Placement Provider Safeguarding Declaration confirming their safeguarding arrangements, designated safeguarding responsibilities, procedures for reporting concerns and arrangements for supervising young people in the workplace.

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The school confirms that employers understand their safeguarding responsibilities and assesses whether activities undertaken by adults working with pupils may constitute regulated activity. Where pupils under the age of 16 may be working without direct supervision from school staff, placement providers are advised of their responsibility to undertake appropriate Disclosure and Barring Service (DBS) checks where required. Written confirmation of these arrangements is obtained prior to placement commencement.

In addition, the school verifies employer liability insurance, public liability insurance where appropriate, health and safety arrangements and emergency procedures. Any concerns identified during the placement approval process will be addressed before a placement is authorised, and placements will not proceed where safeguarding standards are not considered satisfactory.

For new employers, high-risk environments or placements involving particularly vulnerable pupils, the school may undertake a pre-placement visit to evaluate safeguarding arrangements directly and ensure that the environment is suitable for the young person concerned.

9.2 Supervision and Monitoring

All pupils participating in work experience placements will have clearly identified supervision arrangements in place before the placement begins. The level of supervision required will be determined through the placement planning process and will take account of the pupil's age, SEND needs, communication profile, independence skills, medical requirements and any identified vulnerabilities.

A named workplace supervisor will be identified by the placement provider and shared with the school, pupil and family. The school will ensure that pupils understand who they can speak to should they require support during their placement.

Throughout the placement, appropriate contact will be maintained between the school, employer and pupil. Monitoring arrangements may include telephone contact, virtual check-ins, employer feedback, site visits or on-site support from school staff where required. More frequent monitoring will be implemented for pupils with complex needs, those attending placements for the first time, or where risks have been identified through the placement assessment process.

All contact and monitoring activity will be recorded, and any concerns will be reviewed promptly by the Careers Leader, Work Experience Coordinator and Designated Safeguarding Lead as appropriate.

9.3 Vulnerability Considerations for SEND Pupils

Aurora Cedars School recognises that many pupils participating in work experience may have additional vulnerabilities arising from their special educational needs and disabilities. As a specialist setting, the school adopts a person-centred approach to placement planning that places safeguarding and wellbeing at the centre of all decision-making.

Before any placement is agreed, consideration is given to factors including communication needs, social understanding, personal safety awareness, emotional regulation, travel independence, mental health needs, medical requirements and any identified safeguarding

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concerns. These considerations inform placement matching, individual risk assessments and reasonable adjustments.

Where appropriate, pupils will receive additional preparation before attending a placement, which may include social stories, visual supports, workplace familiarisation visits, travel training, communication passports and personalised safeguarding guidance.

Employers are provided with relevant information to support the pupil safely and effectively, including strategies for communication, supervision and reasonable adjustments. Information sharing is undertaken in accordance with parental consent, GDPR requirements and the school's safeguarding procedures.

Particular attention is given to ensuring that pupils understand how to seek help, who trusted adults are within the workplace and what actions they should take if they feel unsafe, worried or uncomfortable at any point during their placement.

9.4 Reporting Safeguarding Concerns During Placement

The welfare of the pupil remains the responsibility of the school throughout the duration of the placement. All placement providers receive clear written guidance outlining the procedures for reporting safeguarding concerns, allegations, welfare issues, accidents or incidents involving a pupil.

Any safeguarding concern arising during a placement must be reported immediately to the school's Designated Safeguarding Lead or a Deputy Designated Safeguarding Leads. Where there is an immediate risk of harm, employers are instructed to contact emergency services without delay and then notify the school at the earliest opportunity.

The school will respond to safeguarding concerns in accordance with its Safeguarding and Child Protection Policy, Keeping Children Safe in Education and local safeguarding partnership procedures. All concerns will be recorded on the school's safeguarding system and, where necessary, referrals will be made to Children's Social Care, the Multi-Agency Safeguarding Hub (MASH), the police or other relevant agencies.

Where a pupil fails to attend a placement without explanation, the school's attendance and safeguarding procedures will be followed immediately. Contact will be made with the family, employer and any other relevant parties to establish the pupil's whereabouts and welfare. Any unexplained absence will be treated as a potential safeguarding concern until the pupil's safety has been confirmed.

Following any safeguarding incident, the school will undertake an appropriate review of the placement to determine whether additional controls, support measures or alternative arrangements are required before the pupil continues their participation.



Safeguarding Procedures

1. Named DSL and Deputy DSL Contact Details

Designated Safeguarding Lead (DSL):

Abigail Sprigg

Email: abigail.sprigg@theauroragroup.co.uk

School: 01902 544666

Mobile: 07570643597

Deputy DSLs:

Zoe Free (Headteacher)

Email: zoe.free@theauroragroup.co.uk

School: 01902 544666

Mobile: 07442560814

Thomas Hind

Email: thomas.hind@theauroragroup.co.uk

School: 01902 544666

Mobile: 07876086809

Pamela Jackson

Email: pamela.jackson@theauroragroup.co.uk

School: 01902 544666

Mobile: 07471630459

Opal Jinks

Email: opal.jinks@theauroragroup.co.uk

School: 01902 544666

Mobile: 07443803955

Out of Hours Safeguarding Contact:

Kim Welsh (Aurora Safeguarding Lead) – 07392 872786

Police Emergency: 999

2. School Emergency Contact Number

Available during placement hours:

Main Office: 01902 544666

(If needed urgently, DSL or Deputy contacts are via the same number.)

3. Local Authority MASH / Children's Social Care Out-of-Hours

Wolverhampton Children's Social Care:

- Referral line (office hours): **01902 555392**
- Out-of-hours: **01902 552999**

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- Emergency: Call Police on 999 for immediate danger

Wolverhampton Local Authority Designated Officer (LADO): Kelly Matthews

Phone: **01902 550661**

Email: lado@wolverhampton.gov.uk

4. Protocol for Pupils Who Do Not Attend a Placement Without Notice

- First 30 minutes of school day: Admin to call family if no notification of absence by 9am
- No response: Escalate to Pastoral Lead/DSL for further attempts and safeguarding checks
- Persistent absence or inability to locate child:
 - Immediate referral to Children's Social Care after third day of unexplained absence
 - Home visit by Pastoral Lead arranged for prolonged absence
- All actions logged on school system and, where appropriate, MyConcern (*Escalate sooner if safeguarding risk indicators are present.*)

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

All placement providers will be assessed for suitability before the commencement of any placement:

Confirmation that the organisation has appropriate Employers' Liability Insurance and Public Liability Insurance.

Evidence that the provider complies with current Health and Safety at Work legislation, including risk assessments for young people.

Confirmation that any machinery, tools, or hazardous substances pupils may encounter are subject to appropriate control measures and supervision protocols.

Named workplace supervisor with responsibility for pupil safety.

Placement providers will receive Aurora Cedar School safeguarding contact sheet (DSL, emergency numbers) and the expectations around monitoring attendance, reporting concerns, and managing incidents.

10.2 Age-Related Restrictions

- Pupils must **not undertake tasks prohibited for under 18s** as defined by:
 - The Management of Health and Safety at Work Regulations 1999

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- o Young Persons Guidance (HSE)
- This includes activities involving:
 - o Operating heavy or dangerous machinery
 - o Exposure to toxic substances or harmful radiation
 - o Working at uncontrolled heights or confined spaces
- If the placement involves any *potentially hazardous activity*, this must be risk-assessed and agreed by the school in writing prior to commencement.

10.3 Individual Pupil Risk Assessment

- Before placement, **Aurora Cedars School will complete an individual pupil risk assessment**, taking into account:
 - o Special Educational Needs and Disabilities (SEND)
 - o Known medical conditions
 - o Behavioural or anxiety-related factors
 - o Travel and supervision requirements
 - o Any specific triggers or vulnerabilities identified in the pupil's Behaviour Support Plan
- This risk assessment will be shared with the provider and reviewed where there are material changes to placement tasks or pupil needs

10.4 Accidents and Incidents

- **Placement Provider Responsibility:**
 - o Immediately report any accident or near miss involving the pupil to the designated contact at Aurora Cedars School.
 - o Complete internal accident reporting as required by their own policy and share a copy with the school.
- **School Responsibility:**
 - o Record the incident on **MyConcern** and follow Aurora's Health and Safety and safeguarding procedures.
 - o Notify parents/carers without delay.
 - o Where required, report under **RIDDOR regulations** and to the Local Authority.
- In the event of a **serious injury or safeguarding concern**, the school DSL or a senior leader must be informed immediately via the emergency contact number.

10.5 Health and Safety Procedures

All work experience, supported internship, enterprise and employer engagement placements must be assessed to ensure they provide a safe, suitable and inclusive environment for pupils.

Responsibility

The pre-placement health and safety check is completed by the:

- Careers Leader
- Health and Safety Representative (where required)

Final approval is provided by:

- Headteacher or nominated Senior Leader

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- Careers Leader (for routine placements meeting all requirements)

Documentation Used

The following documentation is completed before any placement is approved:

Employer Placement Information Form

- Employer details
- Nature of business
- Contact information
- Supervision arrangements
- Insurance details

Employer Health and Safety Declaration

- Confirmation of compliance with health and safety legislation
- Risk control measures
- First aid arrangements
- Fire evacuation procedures

Work Experience Placement Checklist

- Suitability of tasks
- Working hours
- Travel arrangements
- Safeguarding considerations
- Accessibility requirements

Individual Pupil Risk Assessment

- Pupil-specific risks
- Medical requirements
- Behaviour support requirements
- Communication needs
- Emergency procedures

Sign-Off Requirements

No placement may commence until:

1. Employer documentation has been reviewed.
2. Public Liability Insurance and Employer Liability Insurance have been verified.
3. Safeguarding requirements have been considered.
4. Individual pupil risk assessments have been completed.
5. Parent/carer consent has been obtained.
6. Senior leader approval has been recorded where required.

The final placement approval is electronically recorded and retained within the pupil's careers file.

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Placement Types Requiring a Premises Visit

Although many placements can be assessed through employer documentation and virtual review, a site visit must be completed before approval where:

- The employer is new to the school.
- The setting is considered high risk.
- Pupils will operate machinery or specialist equipment.
- Construction, engineering or manufacturing activities are involved.
- Agricultural, horticultural or animal-care environments are used.
- The placement involves lone working.
- There are concerns regarding accessibility.
- The pupil has significant SEND, SEMH or medical needs requiring environmental assessment.
- Previous incidents or complaints have been recorded.
- Travel arrangements present additional risks.

The visit may be completed by:

- Careers Leader
- Health and Safety Lead
- Other authorised member of staff

A written record of the visit is retained.

Individual Pupil Risk Assessments

An Individual Pupil Risk Assessment (IPRA) is completed for every pupil participating in external work-related learning activities.

Assessment Process

The IPRA is completed through consultation with:

- The pupil
- Parents/carers
- Tutors and teaching staff
- SENCo
- Therapists (where appropriate)
- Safeguarding Lead
- Employer representative

The assessment considers:

Medical Needs

- Medication requirements
- Allergies
- Epilepsy
- Diabetes
- Asthma
- Mobility needs

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Behaviour and Wellbeing

- Anxiety triggers
- Emotional regulation needs
- Positive behaviour support strategies
- Mental health considerations

Communication and Learning Needs

- SEN related needs
- Sensory considerations
- Communication preferences
- Literacy and processing requirements

Environmental Risks

- Transportation
- Unfamiliar environments
- Public interaction
- Physical hazards

Sharing Medical Information and Emergency Health Plans

The school recognises that placement providers require sufficient information to keep pupils safe while maintaining confidentiality and complying with UK GDPR and Data Protection legislation.

Consent Process

Before placement begins:

1. Parents/carers receive information explaining what information may be shared.
2. Written consent is obtained.
3. Young people are involved in decision making wherever appropriate.
4. Information sharing is reviewed regularly.

Information Shared

Where necessary the following may be shared:

- Emergency contact details
- Medical conditions
- Medication requirements
- Allergy information
- Health Care Plans
- Positive Behaviour Support Plans
- Personal Emergency Evacuation Plans (PEEPs)

Only information relevant to ensuring pupil safety and effective support is provided.



GDPR Compliance

Information sharing follows:

- UK GDPR principles
- Data Protection Act 2018
- Keeping Children Safe in Education guidance
- School Information Governance procedures

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Information is:

- Shared securely
- Limited to necessary information
- Accessed only by authorised personnel
- Destroyed or deleted when no longer required

Incident Reporting Procedure

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

Reporting Chain

Stage 1 - Immediate Response

Employer supervisor:

- Makes the area safe.
- Administers first aid if required.
- Contacts emergency services where necessary.

Stage 2 - School Notification

The employer must contact:

1. Careers Leader immediately.
2. School reception if designated contacts are unavailable.
3. Designated Safeguarding Lead where safeguarding concerns exist.

Serious Incident Escalation

The following individuals will be informed as soon as reasonably practicable:

1. Headteacher.
2. Designated Safeguarding Lead.
3. Parent/carer.
4. Local Authority (where required).
5. Relevant regulatory authorities.

Reporting Timescales

Incident Type	Reporting Requirement
Medical emergency	Immediate
Safeguarding concern	Immediate, same day
Serious accident	Immediate
Near miss	Within 24 hours
Behaviour incident	Same working day
Low-level concern	Within 24 hours

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Documentation

All incidents are recorded on:

- School incident reporting forms
- Safeguarding recording systems
- Employer accident records

Post-Incident Review

Following any significant incident:

- Risk assessments will be reviewed.
- Placement suitability will be reconsidered.
- Support arrangements will be amended where necessary.
- Lessons learned will be recorded.
- Senior leaders will determine whether placement continuation is appropriate.

Monitoring and Quality Assurance

The Careers Leader and Headteacher will annually review:

- Placement approval procedures
- Risk assessment processes
- Employer feedback
- Incident reports
- Safeguarding arrangements
- Compliance with statutory guidance

This review will inform continuous improvement of work-related learning opportunities and ensure all placements remain safe, inclusive and appropriate for the needs of Aurora pupils.

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 Cedars School remains committed to ensuring equality, inclusion and reasonable adjustments are met through any work experience.

11.2 Reasonable Adjustments in Practice

Aurora is committed to ensuring that all pupils, regardless of need, disability, health condition or additional vulnerability, can access careers education, employer encounters, work experience and workplace learning opportunities on an equal basis with their peers.

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Reasonable adjustments will be identified through the EHCP review process, annual careers guidance interviews, transition planning meetings, risk assessments and ongoing discussions with pupils, parents/carers and employers.

Prior to any placement, employer encounter or workplace activity, consideration will be given to:

- The pupil's EHCP outcomes and provision.
- Medical and healthcare needs.
- Communication requirements.
- Physical accessibility needs.
- Cognitive and learning needs.
- Sensory processing needs.
- Autism-specific support requirements.
- Mental health and emotional wellbeing needs.
- Behaviour support plans and positive behaviour strategies.
- Travel and independence needs.
- Cultural, religious and personal requirements.

The Careers Leader, SENCO, Placement Coordinator and relevant school staff will work collaboratively with employers and parents/carers to agree appropriate support arrangements.

11.3 Employer Engagement and Disability Confidence

Aurora recognises that successful employer engagement for pupils with SEND depends upon proactive planning, effective communication and collaborative working with employers. The school works closely with placement providers to identify, agree, implement and review reasonable adjustments that support pupils to participate safely, confidently and successfully in workplace learning.

Process for Agreeing and Documenting Reasonable Adjustments

The process for identifying and implementing workplace adjustments is led by the **Careers Leader** in consultation with:

- The pupil
- Parents/carers
- SENCO
- Class Tutor/Form Tutor
- Therapists and clinical professionals where appropriate
- Employer placement supervisor
- Designated Safeguarding Lead (where relevant)

Adjustments are reviewed throughout the placement and amended as required.

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Typical workplace adjustments may include:

- Flexible start and finish times
- Reduced working hours
- Quiet working environments
- Additional supervision
- Job coaching support
- Visual instructions and task prompts
- Structured routines and timetables
- Frequent breaks
- Adapted equipment or workstations
- Phased introduction to new tasks
- Use of assistive technology

Disability Confident Employers

Where possible, the school seeks to develop partnerships with employers who demonstrate a commitment to inclusive recruitment and employment practices, including organisations that hold **Disability Confident** status.

Examples:

- Wolverhampton County Council
- NHS Wolverhampton Integrated Care System
- Tesco
- Sainsbury's
- Asda
- Boots UK
- Severn Trent
- Local authority services
- Community and voluntary sector organisations
- Approved supported internship employers

The Careers Leader maintains and reviews the employer database annually to identify additional Disability Confident organisations and inclusive employment opportunities.

Employer Training and Pre-Placement Briefings

All employers supporting pupils are offered a pre-placement briefing which may be provided through:

- Face-to-face meetings
- Virtual meetings
- Employer information packs

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- Telephone consultations
- Site visits

The briefing covers:

- Overview of the pupil's strengths and aspirations
- SEND awareness information
- Reasonable adjustments
- Safeguarding expectations
- Health and safety requirements
- Emergency procedures
- Attendance and reporting arrangements
- Behaviour support strategies
- Communication preferences
- Contact details for school support staff

Where employers have limited experience of working with young people with SEND, additional consultation may be provided by:

- SENCO
- Therapists
- Careers Leader
- Supported Employment providers
- Local authority transition teams

Employers are encouraged to focus on strengths-based practice and to provide meaningful opportunities that build confidence, independence and employability skills.

Local Authority, Careers Hub and SEND Employment Resources

The school works in partnership with external agencies to support inclusive employer engagement and progression pathways.

Available resources may include:

- Wolverhampton Careers Hub resources
- Enterprise Adviser Network
- Local Authority SEND Transition Team
- Department for Education Careers Guidance resources
- Supported Internship programmes
- Disability Confident Scheme guidance
- National Development Team for Inclusion (NDTi) Preparing for Adulthood resources
- Department for Work and Pensions Disability Employment Advisers
- Jobcentre Plus Supported Employment services

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- Mencap employment resources
- DFN Project SEARCH employer guidance

Relevant resources and guidance links are maintained within the school's careers provision documentation and shared with employers where appropriate.

Transport Assessment and Arrangements

The school recognises that access to transport can be a significant factor in successful work experience and workplace learning.

Transport arrangements are considered during placement planning and documented within the Individual Pupil Risk Assessment.

The assessment considers:

- Distance to placement
- Public transport availability
- Independent travel skills
- Road safety awareness
- Mobility needs
- Medical requirements
- Anxiety and emotional wellbeing
- Supervision requirements
- Family transport arrangements
- Attendance reliability

Depending on individual need, transport arrangements may include:

- Independent travel
- Travel training programmes
- Family transport
- School-arranged transport
- Taxi provision (where approved)
- Accompanied travel support
- Graduated travel independence plans

Where pupils are working towards greater independence, travel training objectives may be incorporated into career and transition planning.

Employer Briefing Resources

Employers may receive or be directed to:

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- Employer Safeguarding Guidance
- SEND Awareness Briefing
- Reasonable Adjustments Guidance
- Work Experience Health and Safety Guidance
- Preparing for Adulthood Employer Resources
- School Placement Supervisor Information Sheet

All employer guidance materials are reviewed annually by the Careers Leader and Senior Leadership Team to ensure compliance with current SEND, safeguarding, health and safety and employment guidance.

12. Information Sharing and Data Protection

Named Data Protection Officer (DPO) Contact

Aurora Cedars School Data Protection Officer:

Name: Sam Nisbet

Email: samantha.nisbet@theauroragroup.co.uk

Telephone: 01902 544666

Process for Completing and Storing Consent and Information Sharing Form

- Prior to placement, a Work Experience Consent and Information Sharing Form must be completed by parents/carers and the pupil.
- This form is stored:
 - Securely on the school network in the confidential student file
 - Access restricted to SLT, DSL, Careers Lead, and relevant administration staff
- No personal data is shared without written consent unless a legal obligation or safeguarding concern requires disclosure.

Information Categories That May Be Shared

Information will only be shared when proportionate, necessary, and in the pupil's best interests for safety and support at the placement. Typical categories include:

- **Medical information relevant to placement safety** (e.g., allergies, medication that may affect work duties)
- **Behaviour plans or strategies** where necessary for risk management and supervision
- **Communication needs** or learning adjustments required
- **Emergency contact details** (for safeguarding, not to be used for other purposes)

Conditions:

- Shared **only with the named placement supervisor**

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- Accompanied by a clear explanation that the information is confidential and for safeguarding and support purposes only.

How Employer Data Obligations Are Communicated

Each placement provider receives the following data handling obligations statement within the Placement Agreement Pack:

Employer Data Handling Statement

Aurora Cedars School acts in compliance with GDPR and only shares minimal, essential pupil information for safeguarding and health and safety purposes. Employers must:

- Keep all shared data confidential and secure.
- Use the data only for ensuring pupil safety during the work experience.
- Not replicate, share, or store data longer than the placement period.
- Report any suspected data breach immediately to the school's Headteacher and Aurora Cedars DPO.

Employers confirm their acceptance of these obligations by signing the Placement Agreement and Compliance Declaration Form provided during setup.

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

Prior to commencing a work experience placement, pupils will participate in a structured preparation programme designed to develop the knowledge, skills and confidence required for a successful workplace experience. Preparation activities will be tailored to individual need and may include careers education lessons, employer encounters, workplace visits, mock interviews, travel training, personal safety discussions, workplace behaviour expectations and communication skills development. Pupils will be supported to understand workplace routines, health and safety requirements, appropriate conduct, dress expectations and how to seek help if they have concerns. Individual strengths, support needs and aspirations will be explored through person-centred planning, with reasonable adjustments identified and agreed in advance. Where appropriate, pupils may access taster placements, job-shadowing opportunities or phased introductions to the workplace to reduce anxiety and build familiarity. Parents/carers and employers will be involved in the preparation process to ensure that appropriate support, risk management arrangements and wellbeing strategies are in place, enabling pupils to participate safely, confidently and as independently as possible.

12.2 Debriefing and Reflection

Following a placement students will have opportunity to de-brief with careers lead and/or SENDCo to share their learning, experiences and lessons learnt during the placement.

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Senior leaders will ensure paperwork is reviewed in line with any near misses and/or incidents that may have occurred during the placement.

13. Quality Assurance and Monitoring

13.1 Placement Quality Standards

All work experience placements must meet the school's standards for health and safety, safeguarding, accessibility, inclusivity and educational value. Prior to approval, placements are assessed to ensure they:

- Provide meaningful and purposeful work-related learning experiences.
- Offer opportunities for pupils to develop employability and independence skills.
- Support individual careers aspirations and planned outcomes.
- Have appropriate supervision arrangements in place.
- Meet health and safety requirements.
- Demonstrate suitable safeguarding practices.
- Are able to implement reasonable adjustments where required.
- Provide a respectful, inclusive and supportive environment for young people with SEND.
- Have appropriate employer and public liability insurance in place.

The Careers Leader maintains a record of approved placement providers and reviews employer suitability regularly. Feedback from pupils, families and employers is used to determine whether providers remain appropriate for future placements.

13.2 Monitoring During Placement

The school maintains regular contact with pupils and employers throughout the placement period to ensure that placements remain safe, effective and beneficial.

Monitoring arrangements may include:

- Telephone contact with employers and pupils.
- Email updates and progress reviews.
- On-site monitoring visits by school staff.
- Review of attendance and punctuality.
- Discussion of wellbeing, support arrangements and reasonable adjustments.
- Monitoring of health and safety and safeguarding matters.
- Ongoing review of individual risk assessments where required.

Any concerns relating to health and safety, safeguarding, attendance, behaviour or wellbeing will be addressed promptly through the school's established procedures. Where necessary, adjustments will be made to the placement or additional support provided to ensure successful participation.

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Monitoring activities are recorded and stored within the pupil's careers and placement records.

13.3 Post-Placement Evaluation

Following completion of the placement, pupils, employers and relevant staff participate in a structured evaluation process to assess the effectiveness and impact of the experience.

Evaluation may include:

- Pupil reflection activities and questionnaires.
- Employer feedback forms.
- Staff observations and review meetings.
- Parent/carers feedback where appropriate.
- Assessment of progress towards placement objectives.
- Review of employability, communication and independence skills developed.
- Evaluation of reasonable adjustments and support arrangements.

The evaluation process focuses on identifying:

- Skills and strengths demonstrated.
- Areas for further development.
- Progress towards careers and Preparing for Adulthood outcomes.
- Employer satisfaction.
- Recommendations for future placements.
- Opportunities for further employment-related learning.

Outcomes are recorded within the pupil's careers records and may contribute to EHCP reviews, transition planning and future destination planning.

13.4 Annual Programme Review

The Careers Leader will conduct an annual review of the work experience programme to ensure it continues to meet the needs of pupils and reflects current statutory guidance and best practice.

The annual review will consider:

- Number and range of placements secured.
- Pupil participation rates.
- Employer engagement and retention.
- Health and safety compliance.
- Safeguarding and risk management arrangements.
- Placement monitoring records.
- Incident and concern reports.
- Pupil, parent/carers and employer feedback.

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- Destination data and progression outcomes.
- Effectiveness of reasonable adjustments and inclusion arrangements.
- Links to Gatsby Benchmarks, EHCP outcomes and Preparing for Adulthood objectives.

Findings from the review will be reported to the Senior Leadership Team and used to inform future careers planning, employer engagement strategies and continuous improvement of the school's work experience provision. Any required actions will be incorporated into the school's Careers Development Plan and monitored throughout the academic year.

Quality Assurance Processes

- **Compass/Compass+** completed termly by the Careers Lead, with outcomes reported to Governors.
- **Placement Approval:** Placement visits completed by Christina or a member of staff. Risk assessments and placement documentation are signed off by **Gayle Branney (Curriculum Lead)** before placements begin.
- **Monitoring:** Work experience placements are monitored throughout the placement, with additional visits where required.
- **Annual Review:** Careers, Work Experience and Destination Tracking procedures are reviewed annually.
- **Governor Reporting:** Work experience participation, destination outcomes, Compass scores and Gatsby Benchmark progress are reported to Governors through governance meetings.

14. Destination Tracking and Transition Follow-Up

Aurora Cedars School 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 Cedars School 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.

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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 Zoe Free	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. Pam Jackson	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. Opal Jinks	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 Cedars School 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 Cedars School 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

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Destination Tracking and Alumni Follow-Up

Recording Destinations

The SEND admin is responsible for recording intended, confirmed and sustained destinations on Engage.

Quality Assurance

Destination records are checked against the school's Destination Tracker and reviewed through 6-monthly check-ins during the first year after a student leaves.

Follow-Up Schedule

- At point of leaving
- February follow-up
- July follow-up

Learners at Risk of NEET Students identified as being at risk of becoming NEET are discussed through referral meetings and Annual Reviews involving the SLT, SENCO and Local Authority. These students are prioritised within the transition and leavers process.

Consent for Follow-Up Consent for destination tracking is obtained from parents/carers at admission and reconfirmed during Year 11.

Reporting Destination outcomes are reported to Senior Leaders and Governors through the Destination Tracker and governance reports, including information on intended, confirmed and sustained destinations, and students at risk of NEET.

15. Policy Review and Implementation

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

15.1 What is a Supported Internship?

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

15.2 Employer Engagement for Supported Internships

Supported Internship Programme

Aurora Cedars School does not currently engage with any supported internships.



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