



CAREERS, WORK EXPERIENCE AND DESTINATION TRACKING LOCAL PROCEDURES

Aurora Chaldon School

Please refer to the main Policy A166

0. Summary of changes since previous version of policy

- New Policy

1. Policy Statement

Aurora Chaldon 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
- 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

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- 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

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Document	Relevance	Status
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 Chaldon 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

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aligned with EHCP outcomes, PSHE, curriculum planning and local authority transition arrangements.

6.1 Careers Curriculum

The careers curriculum at Aurora Chaldon 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.

- 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 Aurora Chaldon 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.

Gatsby Benchmark 6 Planning

Aurora Chaldon School provides a progressive programme of workplace experiences which is adapted to the age, needs, aspirations and EHCP outcomes of individual pupils. The programme develops from supported and school-based experiences in KS3 towards more individualised external workplace experiences in KS4 and consideration of appropriate post-16 vocational pathways.

Current provision map:

KS3: Pupils access a range of workplace-related experiences, including:

- Enterprise activities designed to develop employability and transferable skills.
- Internal work experience within school, including roles such as administration, maintenance and other practical responsibilities.
- Workplace visits and experiences through the Preparation for Adulthood (PfA) curriculum, including visits to a range of employment settings.
- Careers-related group activities delivered by The Careers People.
- Careers activities through Xello and Panjango.
- Opportunities to develop understanding of different employment sectors and workplace expectations through curriculum and careers activities.



KS4: Pupils access more individualised workplace and vocational experiences, including:

- Work experience placements during the summer term through Surrey Choices.
- Individual careers guidance sessions to support the identification of suitable vocational pathways and placements.
- SWEET Workskills accreditation and related employability activities.
- Continued use of Xello to develop careers knowledge, interests and aspirations.
- Placement opportunities matched to pupils' EHCP outcomes, individual needs, interests and aspirations.

The number and range of workplace experiences offered are reviewed annually to ensure that opportunities are appropriate, meaningful and sufficiently varied to meet the needs of the pupil cohort.

Gap analysis against Gatsby Benchmark 6

The school uses Compass+ to evaluate its provision against the Gatsby Benchmarks, including the updated measurable elements of Benchmark 6.

The school recognises the importance of continuing to develop the breadth and progression of workplace experiences. Areas for ongoing development include expanding the range of employer and workplace partners, strengthening direct employer engagement, increasing opportunities for pupils to experience different employment sectors, and developing further links with inclusive and Disability Confident employers.

The school will also continue to strengthen the recording of pupil participation and reflection, including the use of Xello, and ensure that workplace experiences are clearly linked to pupils' aspirations, EHCP outcomes and Preparation for Adulthood planning.

Compass+ findings are used to identify specific actions and next steps. Progress against these actions is reviewed through the school's termly evaluation cycle.

Careers Leader and Careers Hub engagement

The Careers Lead has responsibility for coordinating the school's careers programme, including workplace experiences and evaluation against the Gatsby Benchmarks.

The Careers Lead is establishing a working relationship with the Surrey Careers Hub, including the East Surrey Enterprise Coordinator and the Hub's SEND-specific support. This relationship will be used to strengthen employer engagement, identify further workplace opportunities and access resources and support relevant to careers provision for pupils with SEND.

The school will continue to work with established external partners, including Surrey Choices, alongside developing additional employer and community partnerships.

Progression from KS3 to KS4 and post-16

The school's approach provides a progressive pathway from early careers exploration to more individualised vocational experiences.

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In KS3, pupils develop an understanding of the world of work through enterprise activities, internal work experience, workplace visits, PfA activities and careers education. These experiences help pupils to identify their interests, strengths and areas for development.

In KS4, pupils build on this foundation through individual careers guidance, SWEET Workskills accreditation and external work experience opportunities through Surrey Choices. Placement matching takes account of pupil voice, EHCP outcomes, individual needs, interests and aspirations.

As part of transition planning, pupils explore appropriate post-16 destinations through careers guidance and EHCP annual reviews.

This progression enables workplace experiences to become increasingly personalised and focused on preparing pupils for their intended post-16 destination and longer-term employment aspirations.

Compass+ usage and reporting schedule

The Careers Lead completes a Compass+ self-assessment termly. Results are compared with previous assessments to identify progress, strengths, gaps and areas for development. Each assessment includes identified actions and next steps.

Compass+ outcomes are reported to governors three times each academic year:

- **Autumn term:** reporting on the previous summer term's outcomes and overall position.
- **Spring term:** progress against the previous Compass+ assessment and identified actions.
- **Summer term:** review of progress across the academic year and priorities for the following year.

Compass+ findings, alongside pupil voice, work experience feedback, careers guidance, employer engagement and destination information, are used to inform the ongoing development of the school's careers programme and the school's gap analysis against Gatsby Benchmark 6.

7. Roles and Responsibilities

Named Roles

- Named Careers Leader: Carly Skilton. Our careers leader can be contacted via email using carly.skilton@theauroragroup.co.uk
- Named DSL for Work Experience safeguarding matters: Paige Gilbert
- Named SENDCO / EHCP lead: Jamie Benson
- Local Careers Hub contact: Surrey Careers Hub

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8. Programme Design and Progression

See the specific programme design above.

8.2 Individual Planning

Local Curriculum Planning

Work experience and workplace learning are embedded throughout the school's careers programme from KS3 onwards, with opportunities developing in breadth and level of independence as pupils progress through the school.

In KS3, pupils develop their understanding of the world of work through enterprise activities and internal work experience opportunities within the school. Pupils undertake meaningful roles such as administration, maintenance and other practical tasks, enabling them to develop transferable skills including communication, teamwork, responsibility and problem-solving within a familiar environment. Pupils also access workplace visits and activities through the Preparation for Adulthood (PfA) curriculum, including visits to a range of workplaces and settings such as Gatwick Airport. Group careers guidance sessions are delivered by *The Careers People*, alongside careers-related activities accessed by all pupils through Xello and Panjango.

In KS4, work experience becomes more focused on individual interests, skills, aspirations and preparation for post-16 pathways. Pupils work towards SWEET Workskills accreditations, continue to use Xello to develop their careers knowledge and take part in individual careers guidance sessions. During the summer term, pupils access work experience opportunities through Surrey Choices, providing opportunities to experience a workplace environment and develop practical employability skills in preparation for their next steps.

Pupil voice and EHCP outcomes are central to the identification and matching of careers and work experience opportunities. Individual careers guidance sessions support pupils to identify their interests, strengths, aspirations and areas for development, which are considered alongside their EHCP outcomes when exploring suitable work experience placements and curriculum options. This enables the school to identify opportunities that are meaningful, achievable and appropriately matched to each pupil's individual needs and intended pathway.

The careers programme is integrated across the curriculum, with workplace learning and careers education linked particularly to the PfA curriculum, employability skills and preparation for post-16 destinations. The school works with external partners, including Surrey Choices, The Careers People, Panjango and Xello, to provide pupils with a range of careers education, employer engagement, workplace learning and guidance opportunities. The school will continue to develop its employer and community partnerships to broaden the range of opportunities available to pupils and strengthen progression pathways.

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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

For all work experience placements, appropriate safeguarding and emergency arrangements are established between the school, placement provider, pupil and family before the placement commences. Placement providers are given relevant information and guidance to ensure that appropriate safeguarding measures are in place and that they understand how to raise any concerns relating to a pupil.

The suitability of the placement is considered alongside the pupil's individual needs, EHCP outcomes and risk assessment. Where appropriate, information regarding reasonable adjustments, communication needs and support requirements is shared with the placement provider on a need-to-know basis.

The school's named Designated Safeguarding Lead (DSL) is Paige Gilbert, who can be contacted at Paige.Gilbert@theauroragroup.co.uk. Appropriate safeguarding contact details are provided to placement providers and families before the placement begins.

9.2 Supervision and Monitoring

Pupils are supported throughout their placements by **Aurora Chaldon School staff**, with the level and nature of support determined according to individual need. Placement matching and supervision arrangements take account of the pupil's EHCP outcomes, individual risk assessment, communication and sensory needs, emotional regulation, independence and readiness for the workplace.

The school maintains contact with placement providers during the placement period and ensures that appropriate arrangements are in place to respond to any concerns or changes in circumstances.

The school's main contact number, available during placement hours, is **01737 307150**.

9.3 Vulnerability Considerations for SEND Pupils

As a specialist SEND school, all pupils have an **Education, Health and Care Plan (EHCP)**. Individual needs, strengths, vulnerabilities and support requirements are considered when planning and approving work experience placements.

Placement matching takes account of the pupil's EHCP outcomes, individual risk assessment, communication and sensory needs, emotional regulation, independence and readiness for the workplace. Relevant information is shared with the placement provider, with appropriate consent, to ensure that reasonable adjustments, appropriate supervision and safeguarding measures are in place.

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Where a pupil is unable to attend their placement, they will be expected to attend school and participate in appropriate curriculum activities for the duration of the placement period.

9.4 Reporting Safeguarding Concerns During Placement

Safeguarding Procedures

Where a safeguarding concern relating to a pupil arises during a placement, the placement provider should contact the school **immediately** and follow the school's safeguarding procedures.

The DSL, **Paige Gilbert**, should be contacted using Paige.Gilbert@theauroragroup.co.uk. The school's main contact number during placement hours is **01737 307150**.

Where a concern requires referral to **Surrey Children's Social Care**, the Children's Single Point of Access (C-SPA) can be contacted on **0300 470 9100**, Monday to Friday, 9.00am–5.00pm. For safeguarding concerns requiring an urgent response outside these hours, the **Surrey Emergency Duty Team** can be contacted on **01483 517898**. In an emergency or where there is an immediate risk of harm, **999** should be contacted.

If a pupil does not attend their placement without prior notification, the school will contact the pupil and/or family to establish the reason for the absence and ensure the pupil's safety. Any unexplained or repeated non-attendance will be followed up in accordance with the school's attendance and safeguarding procedures, with concerns escalated to the appropriate member of the safeguarding team where necessary.

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

A pre-placement visit will be considered for new or unfamiliar placement providers and where the nature of the workplace or the individual pupil's needs indicate that a visit would be beneficial or necessary. This may include placements involving higher-risk activities or environments, machinery or equipment, animals, food preparation, lone working, significant public contact or other risks identified through the placement or individual pupil risk assessment.

Before a placement commences, the school obtains relevant information from the placement provider regarding the workplace, activities to be undertaken, supervision arrangements, emergency procedures, safeguarding arrangements and health and safety measures. Placement providers are expected to complete their own workplace or placement risk assessment and confirm that appropriate health and safety arrangements are in place.

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The school also completes its own assessment of the placement, taking account of the specific needs and circumstances of the individual pupil. Where a provider has already completed a risk assessment, such as Surrey Choices, this is considered alongside the school's own assessment and forms part of the overall placement approval process.

10.2 Age-Related Restrictions

Work experience placements must be appropriate to the pupil's age, maturity, individual needs and level of understanding, with placement providers complying with relevant legal requirements for young people. Particular consideration will be given to higher-risk environments, including motor vehicle garages, construction or building sites, machinery and power tools, work at height, workplace transport, hazardous substances and electrical equipment. The school and placement provider will agree appropriate activities, supervision and any restrictions before the placement begins. Pupils will not undertake activities or operate equipment where this is inappropriate due to their age, experience, individual needs or level of risk. Where necessary, alternative low-risk or observation-based activities, additional risk assessment or a pre-placement visit will be arranged.

10.3 Individual Pupil Risk Assessment

An Individual Pupil Risk Assessment is completed by the school where required and is informed by the pupil's EHCP, individual needs, communication and sensory requirements, medical needs, emotional regulation, behaviour, independence, travel arrangements and any other relevant factors. Pupil and parent/carers views are considered when planning the placement.

The school's risk assessment is recorded and securely uploaded to Engage, the school's management information system, providing a central record of the assessment and associated placement information. Risk assessments are reviewed before the placement begins and updated where there is a significant change in circumstances, following an incident, or where the pupil's needs or placement arrangements change.

Relevant risk assessment information is shared with the placement provider on a need-to-know basis to ensure that appropriate support, supervision and reasonable adjustments are in place. Placement providers remain responsible for managing risks within their own workplace and for following their own health and safety procedures.

10.4 Accidents and Incidents

Incident Reporting and Escalation

Any accident, injury, safeguarding concern, significant behavioural incident, missing pupil incident or other serious concern arising during a placement must be reported to the school immediately by the placement provider.

The school will ensure that the appropriate member of staff is informed and that the incident is escalated to the Designated Safeguarding Lead where it involves a safeguarding concern. Parents/carers will be informed where appropriate and external agencies contacted where required. Incidents will be recorded using the school's/Aurora Group's relevant reporting procedures.

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Following a significant incident, the placement and associated risk assessments will be reviewed before the pupil returns to the placement. Any necessary amendments to the pupil's support arrangements or risk assessment will be made and recorded on Engage.

Health and Safety Procedures

All work experience placements are subject to appropriate health and safety, safeguarding and suitability checks before a pupil begins their placement. The Careers Lead/placement coordinator coordinates the process, working with relevant school staff, the pupil, parent/carer and placement provider.

Parent/Carer Consent and Information Sharing

Prior to pupils participating in work experience or workplace activities, the school obtains the appropriate consent and permissions from parents/carers. This includes consent for participation in the placement, relevant risk assessment arrangements and, where necessary, the sharing of information with placement providers to support the pupil's health, safety, wellbeing and participation.

For the current academic year, the required permissions have been obtained from parents/carers for pupils participating in the school's work experience provision. Parents/carers are provided with relevant information about the proposed placement and have the opportunity to raise concerns or provide additional information that may assist with placement planning.

Relevant medical information and emergency health plans are shared with placement providers where this is necessary to safeguard the pupil and enable them to participate safely in the placement. Information is shared proportionately and securely, in accordance with Aurora Group data protection and information-sharing procedures. Only information that is relevant to the pupil's safety, wellbeing and ability to participate in the placement is shared, with access limited to those who require the information to support the pupil.

Consent and relevant documentation are recorded and retained securely in accordance with the school's procedures.

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 Chaldon School is committed to ensuring that all pupils have equitable access to meaningful work experience and careers opportunities, regardless of disability, additional needs, background or personal circumstances. As all pupils have EHCPs, placement planning takes account of each pupil's individual strengths, needs, aspirations and outcomes. The school works with placement providers, pupils, families and external partners such as Surrey Choices to identify and agree appropriate reasonable adjustments, which may include changes to tasks, communication, supervision, working environment, hours or

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equipment. Adjustments are recorded within the relevant placement planning and risk assessment documentation and reviewed where necessary to ensure that pupils can participate safely, meaningfully and without unnecessary disadvantage.

11.2 Reasonable Adjustments in Practice

The school works with placement providers and external partners to identify and agree reasonable adjustments that enable pupils to access and participate meaningfully in work experience. Where placements are arranged through Surrey Choices, Surrey Choices works directly with the placement provider to identify the requirements of the individual pupil, undertake relevant placement checks and agree appropriate reasonable adjustments.

The school contributes relevant information about the pupil's EHCP outcomes, individual needs, strengths, communication and sensory requirements and any other relevant considerations. Pupil and parent/carers views are also considered. Agreed adjustments are incorporated into the placement planning and risk assessment process and shared with those who need the information to support the pupil safely

11.3 Employer Engagement and Disability Confidence

Disability Confident employer partners

The school recognises the value of working with employers who demonstrate a commitment to inclusive employment. Surrey Choices has supported the school in developing employer and workplace opportunities for pupils, including identifying placements that are appropriate to individual pupil needs and aspirations.

The school will continue to develop its employer network and identify opportunities to work with Disability Confident and other inclusive employers. A formal list of Disability Confident employer partners will be developed as the school's employer network expands.

Employer training and pre-placement briefings

Where placements are arranged through Surrey Choices, Surrey Choices and the school careers leader lead on liaison with the employer and provides relevant information and guidance to the placement provider. This includes discussion of the pupil's needs, appropriate reasonable adjustments, workplace expectations and support arrangements.

The school provides Surrey Choices and/or the placement provider with relevant pupil information, with appropriate parent/carers consent, to ensure that the placement can be planned safely and effectively. The level of briefing and support is tailored to the individual pupil and the requirements of the placement.

Careers Hub and external resources

The school will continue to use the support and resources available through the Surrey Careers Hub to develop employer engagement and careers provision for pupils with SEND. The school will also continue to draw on the expertise of established partners such as Surrey Choices, whose experience in supporting young people with SEND into vocational and employment pathways provides valuable support to the school's careers programme.

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As the school's relationship with the Surrey Careers Hub develops, the Careers Lead will identify further opportunities for employer engagement, SEND-specific training and resources that complement the existing work undertaken with Surrey Choices.

Transport arrangements

Transport arrangements for work experience placements are considered on an individual basis, taking account of the pupil's EHCP outcomes, independence, travel skills, individual risk assessment, placement location and the level of support required.

Historically, Aurora Chaldon School has supported transport arrangements for pupils attending work experience placements, including placements arranged through Surrey Choices. Where appropriate, the school will work with pupils and parents/carers to develop greater independence in travelling to and from placements. In future, transport arrangements may be supported by parents/carers where this is appropriate and agreed in advance.

Any agreed transport arrangements will form part of the placement planning process and will be considered within the pupil's individual risk assessment where relevant. Where independent travel is being developed, this will be planned in accordance with the pupil's individual needs, abilities and EHCP outcomes.

12. Information Sharing and Data Protection

Information Sharing Protocol

The school follows The Aurora Group's Data Protection Policy and information governance procedures when collecting, storing and sharing personal information relating to pupils and work experience placements. The Aurora Group's Data Protection Officer is Marie Turner, who can be contacted at dpo@theauroragroup.co.uk.

Consent and information sharing

Prior to pupils participating in work experience placements, the school obtains the appropriate permissions and consent from parents/carers. For the current academic year, the required permissions have been obtained for pupils participating in work experience provision.

Consent and information-sharing documentation is completed as part of the school's placement planning process. Relevant documentation and risk assessments are securely recorded and stored within Engage, the school's management information system, in accordance with school and Aurora Group procedures.

Where a placement is arranged through an external partner such as Surrey Choices, the school works with the organisation to ensure that appropriate information is available to enable the placement to be planned safely and effectively. Information is shared on a need-to-know basis and only where there is an appropriate reason for doing so.

Information that may be shared

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Information shared with placement providers is limited to information that is relevant and proportionate to the pupil's participation, safety and wellbeing. Depending on the individual pupil and the requirements of the placement, this may include:

- Relevant information from the pupil's EHCP or individual needs assessment.
- Communication needs and preferred methods of communication.
- Sensory needs and reasonable adjustments.
- Relevant medical conditions and medication information where required to keep the pupil safe.
- Emergency health information and relevant healthcare plans.
- Relevant behaviour or positive support strategies where these are necessary to support the pupil appropriately.
- Mobility, accessibility or personal care requirements where relevant.
- Information relating to safeguarding or risk where this is necessary to protect the pupil or others.
- Emergency contact details.
- Any reasonable adjustments or specific support arrangements agreed for the placement.

Sensitive information will only be shared where it is necessary and proportionate to enable the placement provider to meet the pupil's needs and maintain their health, safety and wellbeing. Information will not be shared simply because it is available to the school.

Employer data protection responsibilities

Placement providers will be informed that any personal information provided about a pupil must be treated confidentially and handled securely. Information must only be accessed by staff who require it to support the pupil during the placement and must not be copied, forwarded or disclosed to other individuals or organisations unless there is an appropriate lawful basis for doing so.

Placement providers are expected to comply with applicable data protection requirements and to notify the school promptly of any actual or suspected loss, unauthorised disclosure or other data protection incident involving pupil information.

Relevant information-sharing expectations will be communicated to placement providers as part of the placement documentation and/or pre-placement briefing.

Review and withdrawal of consent

Information-sharing arrangements will be reviewed where the pupil's needs or placement circumstances change. Parents/carers can raise questions or concerns about the use and sharing of personal information with the school or the Aurora Group Data Protection Officer. Aurora's privacy information confirms that, where processing is based on consent, individuals have the right to withdraw that consent, subject to any other lawful basis for processing that may apply.

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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

Pupils receive preparation for work experience and workplace activities through the school's wider careers and Preparation for Adulthood (PfA) curriculum. Preparation is appropriate to the pupil's age, needs, level of independence and intended pathway. In KS3, preparation is embedded through enterprise activities, internal work experience and PfA activities, alongside careers education delivered through Xello and Panjango. Pupils also participate in careers-related group sessions delivered by The Careers People and visit a range of workplaces and employment settings. In KS4, preparation becomes increasingly focused on individual pathways and progression. Pupils work towards SWEET Workskills accreditations, continue to use Xello and participate in individual careers guidance sessions. Where placements are arranged through Surrey Choices, pupils receive appropriate preparation and support from Surrey Choices prior to commencing their placement. Preparation may include workplace expectations, communication, appropriate behaviour, personal presentation, travel, health and safety, asking for help, workplace routines and the specific tasks and environment pupils are likely to experience.

Where a pre-placement visit is considered necessary, this is arranged between the school, pupil/family and placement provider. The need for a visit is determined according to the individual pupil's needs, the nature of the placement, the familiarity of the provider and the findings of the placement and individual pupil risk assessments. Where placements are arranged through Surrey Choices, Surrey Choices may undertake or coordinate appropriate placement visits and checks with the employer. The school will work with Surrey Choices and the placement provider to ensure that relevant information is shared and that the placement is appropriate for the pupil. Any costs associated with pre-placement visits will be considered on an individual basis and agreed in advance.

12.2 Debriefing and Reflection

Following work experience or workplace activities, pupils are given opportunities to reflect on their experience. The frequency and format of debriefing is adapted to the individual pupil and may take place through discussion with school staff, careers sessions, individual careers guidance or structured reflection activities. Pupils may reflect on what they enjoyed, what they found challenging, the skills they developed, how they communicated with others, what support they needed, what they learned about the workplace and whether the experience has influenced their future aspirations. Where appropriate, feedback from the placement provider is also considered alongside the pupil's own reflection.

Pupil voice is an important part of this process and can be captured through Xello, providing a record of pupils' interests, strengths, experiences, aspirations and future education, training and employment goals. Reflection and placement outcomes are considered alongside the pupil's EHCP outcomes, with relevant evidence gathered from work experience, Workskills accreditation, careers guidance, Xello and placement-provider feedback. This evidence can be used to identify progress in employability skills,

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independence, communication, confidence and other areas relevant to the pupil's individual outcomes.

Where appropriate, evidence from work experience and pupil reflection contributes to the pupil's EHCP annual review and Preparation for Adulthood planning. Pupil voice recorded through Xello, alongside feedback from the pupil, family, school staff and placement provider, can inform discussions about future curriculum options, vocational pathways, independence and post-16 destinations. This ensures that pupils' experiences and views directly contribute to ongoing careers planning and that future work experience opportunities remain appropriately matched to their individual needs, aspirations and EHCP outcomes.

13. Quality Assurance and Monitoring

13.1 Placement Quality Standards

Work experience placement approval is based on the suitability of the placement for the individual pupil. The Careers Lead works with Surrey Choices, where appropriate, to identify and secure suitable placements that reflect pupils' interests, aspirations, needs and intended pathways. Placement suitability is informed by individual careers guidance, annual review discussions and pupil voice, including information captured through Xello. The pupil's EHCP outcomes and individual needs are also considered when matching pupils to placements.

Before a placement is approved, the relevant placement documentation and risk assessments are considered. This includes the placement provider's risk assessment, where available, and the school's individual pupil risk assessment, which is recorded and securely uploaded to Engage. Parent/carer permissions are obtained before pupils participate in placements, and relevant information is shared with placement providers on a need-to-know basis. Where Surrey Choices arranges the placement, their placement checks and risk assessment are considered alongside the school's own assessment and planning process.

13.2 Monitoring During Placement

Monitoring of placements takes place throughout the placement period. For current placements, a member of the school's teaching assistant team attends the placement to provide support and monitor the pupil's experience. Feedback from the placement is provided to the Careers Lead and is used to identify the pupil's progress, any concerns, further support required and potential next steps. Where necessary, the pupil's risk assessment or support arrangements are reviewed following feedback or a change in circumstances.

13.3 Post-Placement Evaluation

Work experience outcomes are evaluated through pupil voice, staff observations, placement-provider feedback, careers guidance and relevant accreditation or curriculum evidence. These outcomes can be recorded through Xello, Engage and other appropriate school systems and are considered alongside pupils' EHCP outcomes and Preparation for Adulthood planning. Where appropriate, evidence from work experience contributes to annual reviews and informs future placement and curriculum planning.

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13.4 Annual Programme Review

Quality Assurance Processes

The school's careers programme is monitored and evaluated throughout the academic year using Compass+ and evidence from pupil participation, careers guidance, work experience, employer engagement and destination-related activities. Compass+ self-assessments are completed termly by the Careers Lead. The results are reviewed against previous assessments to identify progress, strengths and areas for development. Each review includes identified next steps and actions to support the continued development of the careers programme.

Compass+ outcomes are reported to the governing body three times each academic year. The autumn report reflects on the previous summer term, with further reports presented during the spring and summer terms. Reports provide governors with an overview of progress against the relevant Gatsby Benchmarks, comparison with previous Compass+ results and identified actions and priorities for further development. This provides governors with regular oversight of the effectiveness and development of the school's careers provision.

The overall impact of work experience and the wider careers programme is reported to governors through the termly Compass+ reporting cycle, with the three annual governor reports providing comparison against previous outcomes, an overview of progress, identified strengths and clear next steps/actions. This ensures that governors have regular oversight of the school's careers provision and its continued development.

14. Destination Tracking and Transition Follow-Up

Aurora Chaldon 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 Chaldon 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.

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.

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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 / Principal / Head of School. Dan Cundy (Principal) and Amy Thoreau (Head of School)	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. Carly Skilton	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. Jamie Benson	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 Chaldon 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 Chaldon 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

Destination Tracking and Alumni Follow-Up

The SENDCO and Transitions Lead, coordinates destination planning and tracking as pupils progress from Aurora Chaldon School into post-16 education, training, employment or other appropriate destinations. This includes maintaining links with colleges and post-16 providers and working with pupils, families, the Careers Lead and relevant professionals to support successful transitions.

Intended destinations are identified through the school's transition planning process, including individual careers guidance, pupil and parent/carer voice, EHCP annual reviews and discussions with post-16 providers. Intended and confirmed destination information is recorded on Engage, including the destination provider, course or programme and start date where appropriate.

Destination records are reviewed and quality assured by the Transitions Lead to ensure that information is accurate and up to date. Information may be confirmed through communication with pupils, families and destination providers, where appropriate. Records are updated when new information becomes available.

Following pupils leaving the school, destination information is confirmed during the autumn term to establish whether pupils have taken up their intended destination. Where feasible, further follow-up is undertaken during the agreed tracking period to establish whether the destination has been sustained and to identify any changes or emerging concerns.

Where there are concerns that a young person may be at risk of becoming NEET (Not in Education, Employment or Training), the school will work with the young person, family and relevant professionals to support an appropriate transition and share relevant information with Surrey County Council and other appropriate services, in line with established local authority arrangements. As pupils have EHCPs, the school will contribute relevant information to support Surrey's statutory responsibilities for young people with SEND and will work collaboratively with the local authority where additional support or intervention is required.

Where longer-term contact with former pupils is required beyond the agreed destination-tracking period, appropriate consent will be obtained and recorded in accordance with Aurora Group data protection and information-sharing procedures. Former pupils and/or their families will be informed about the purpose of ongoing contact and how their information will be used.

Destination outcomes are reviewed as part of the school's evaluation of its careers and Preparation for Adulthood provision. Key destination information is reported to senior leaders and governors alongside relevant careers, Compass+ and work experience outcomes. This enables the school to monitor the effectiveness of its transition arrangements and identify areas for further development.

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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 Chaldon School does not currently deliver a Supported Internship programme directly. Where a Supported Internship is identified as an appropriate post-16 pathway for an individual pupil, the school works with external specialist providers, including **Surrey Choices**, to support the pupil and family in exploring and accessing suitable opportunities.

Supported Internships are considered as part of the pupil's wider Preparation for Adulthood and transition planning. Suitability is informed by the pupil's EHCP outcomes, individual strengths and needs, aspirations, pupil and parent/carer voice, careers guidance and readiness for a supported employment pathway.

Employer and provider engagement

Where appropriate, agencies such as Surrey Choices would lead on identifying suitable Supported Internship opportunities and liaising with employers. The school provides relevant information about the pupil's needs, aspirations and support requirements, with appropriate consent, to assist with the identification and planning of suitable opportunities.

The school will maintain links with Surrey Choices and other relevant post-16 providers to ensure that pupils are aware of appropriate vocational and employment pathways. Where a Supported Internship is identified as a suitable option, the school will support communication between the pupil, family, provider and relevant professionals to facilitate a successful transition.

Job Coach and employment support

Supported Internship job coaching and employment support are provided by the external Supported Internship provider rather than directly by Aurora Chaldon School. Where Surrey Choices provides the Supported Internship, responsibility for the Job Coach and associated employment support sits with Surrey Choices.

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Information regarding the named Job Coach, employer, programme arrangements and any relevant accreditation will be confirmed by the provider as part of the individual transition process.

Referral and eligibility

Potential Supported Internship pathways are discussed through individual careers guidance, EHCP annual reviews and Preparation for Adulthood planning. Where the pathway appears appropriate, the school will work with the pupil, family and relevant professionals to explore eligibility and referral requirements with the Supported Internship provider.

The final decision regarding eligibility and acceptance onto a Supported Internship programme is made in accordance with the provider's own eligibility criteria and programme requirements.

Study programme

The educational and vocational learning component of a Supported Internship is determined by the relevant provider and post-16 setting. The school will support the transition by providing relevant information about the pupil's EHCP outcomes, existing qualifications, Workskills accreditation, careers experiences and areas of strength and development, with appropriate consent.

Outcomes

As Aurora Chaldon School does not currently deliver Supported Internships directly, the school does not hold its own Supported Internship cohort outcomes data. Where appropriate and where information is available, outcomes from external providers may contribute to the school's evaluation of Preparation for Adulthood and destination planning.

The school will continue to develop relationships with external providers, including Surrey Choices, to ensure that pupils have access to a range of appropriate post-16 education, training and employment pathways, including Supported Internships where these are appropriate to individual pupil needs and aspirations.

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