



CAREERS, WORK EXPERIENCE AND DESTINATION TRACKING LOCAL PROCEDURES

Aurora Hanley School

Please refer to the main Policy A166

0. Summary of changes since previous version of policy

- New Policy

This policy sets out the local procedures for careers education, information, advice and guidance (CEIAG), work experience, provider access and destination tracking at Aurora Hanley 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 Hanley 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

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- Is meaningful, structured and progressive across Key Stages 3, 4 and post-16
- Contributes to each young person's preparation for adulthood, employment and independent living
- Enables schools and colleges to evidence Gatsby Benchmark 6 (Experiences of Workplaces) and broader careers programme quality
- Is delivered safely, with robust safeguarding and risk management in place throughout
- Is planned and reviewed in genuine partnership with pupils, families, employers and relevant professionals
- Ensure destination data is recorded, reviewed and used to evaluate the impact of provision and identify where additional transition support is required
- Support learners to become confident, resilient, informed, self-aware, enterprising and proud of their achievements

3. Legal Framework and Statutory Duties

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

3.1 Primary Legislation

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

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3.2 Statutory Guidance

Document	Relevance	Status
Keeping Children Safe in Education (KCSIE) 2024 / 2025	Safeguarding duties, DBS requirements for placement providers, supervision obligations and reporting responsibilities during work experience	Statutory
SEND Code of Practice 0–25 (DfE/DoH, 2015)	Paragraphs 8.28, 8.32 and 8.33 set out expectations for work experience as part of preparation for adulthood for SEND pupils; paragraph 8.67 relates to supported internships	Statutory
Careers Guidance and Access for Education and Training Providers (DfE, May 2025)	Updated statutory guidance requiring all schools and colleges to use the updated Gatsby Benchmarks from September 2025; sets out expectations for the Work Experience Guarantee and defines 'meaningful' workplace experiences	Statutory
Working Together to Safeguard Children 2023	Multi-agency safeguarding framework applicable to all educational settings	Statutory

3.3 Non-Statutory and Supporting Guidance

Document	Relevance	Status
Gatsby Benchmarks of Good Career Guidance (Updated 2024, adopted September 2025)	Benchmark 6 (Experiences of Workplaces) and Benchmark 3 (Addressing the Needs of Each Pupil) are particularly relevant to SEND settings; now require multiple, progressive, meaningful experiences	Non-statutory but expected
Modern Work Experience: FAQs (CEC, July/August 2025)	Confirms the Work Experience Guarantee applies to all pre-16 learners including SEND; equalities framework piloted in special schools and AP	Advisory
16–19 Study Programmes Guidance (DfE)	Requires a period of work experience as a core element of all post-16 programmes, academic or vocational	Expected
HSE Guidance: Young People at Work	Practical guidance on employers' duties when hosting young people on work experience	Advisory
Equality and Inclusion in Careers Guidance (CEC)	Framework for ensuring work experience is equally accessible to disadvantaged and SEND learners	Advisory

[i] KEY LEGAL NOTE — DBS and Regulated Activity

Under KCSIE, schools must determine whether adults at a placement provider who will work with a pupil are engaged in 'regulated activity'. Where a pupil under 16 will be unsupervised by a school representative, the placement provider **MUST** be advised to carry out appropriate DBS checks on relevant staff. Schools cannot carry out DBS checks themselves on behalf of placement providers but must satisfy themselves through written confirmation that this requirement has been met. Pupils under 16 cannot themselves be DBS checked.



4. Scope and Definitions

This policy applies to all work experience and related workplace activities arranged or endorsed by a school or college within the Group. The following definitions apply:

Term	Definition
Work Experience Placement	A structured period in a workplace setting in which the pupil undertakes tasks and activities as a worker, supervised by the employer. Aurora Hanley students tend to do a weekly session for a 6 week block.
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 Hanley will support students to consider future options, understand their own potential, develop employability and work-related learning skills, and make informed choices about pathways into further education, training, employment, volunteering, supported

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employment or independent living. Careers provision will be person-centred and aligned with EHCP outcomes, PSHE, curriculum planning and local authority transition arrangements.

6.1 Careers Curriculum

The careers curriculum at Aurora Hanley 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 a 1 and 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 Hanley 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 School –Julie Martin Tel: 01782 973 737

Gatsby Benchmark 6 Planning

Our current annual Careers Plan is attached as an appendix.

At present we provide a programme of workplace visits across Key stage 3, 4, 5. Many are linked to Feel Good Friday and therefore have links to leisure. We are looking to now broaden this out further to a wider range of employers. The annual Careers Plan shows the progression of skills up through school.

We use the Compass Plus tool to assess our provision and identify gaps.

We have an annual Careers Action Plan aligned with the Gatsby Benchmarks.

Careers and Employability is a visible strand within our School Improvement Plan.

7. Roles and Responsibilities

Careers Leader: Charlotte Thomas

(charlotte.thomas@theauroragroup.co.uk)

DSL for Work Experience safeguarding matters: Hayley Jackson

(hayley.jackson@theauroragroup.co.uk)

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SENDCO / EHCP lead: Ruth Lawton (ruth.lawton@theauroragroup.co.uk)

Provision

Local Curriculum Planning

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

Teachers identify the interests, strengths and motivations of pupils and use these as a basis for planning support from an early age. We plan a curriculum that has individual pathways running throughout, ensuring a range of interventions to provide CEIAG, building on knowledge taught at each stage.

In the Lower School, we deliver careers education through many aspects of the curriculum- such as exploring jobs and employment in Geography, talking about job roles during social education visits, visiting the farm during Food technology lessons etc, learning about artists and designers. We also hold an annual dropdown day during which pupils learn about types of employment, their own strengths and interests, how to work in a team and how to set goals. They meet people from a range of jobs, ask them questions, talk about how they got into their chosen field, and learn about different types of job and the skills required.

From Year 7 onwards young people will have access to a curriculum which enables them to:

- Develop an understanding of their own skills, values and aspirations.
- Understand the range of options available to them within their locality.
- Develop sound communication, employability and work-related skills.
- Build their confidence, resilience and independence.
- Understand where they can look for work and how they can apply.

Our Careers Programme has been developed using a range of resources including the Kings Trust awards, and links to our PSHE curriculum and Preparation for Adulthood as well as to wider curriculum areas such as STEM. We plan a range of enrichment, entry and exit experiences including work experience, enterprise activities, careers fairs, assemblies, work-place visits and talks across the year.

Some of the elements covered in our Careers Programme include;

- Curriculum Vitae (CVs) / Covering Letters
- Interview techniques
- Job searches and job application forms
- Making telephone calls for information and advice
- Attire
- Online portals
- Career talks / Guest speakers / Employability workshops
- Role expectations
- Work related skills and knowledge
- Flexible work experience placements, work tasters and volunteering opportunities
- Open days/aspirational visits and experiences/Careers Fairs

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We hold an annual school Careers Week, to inform and raise aspirations amongst our pupils. This is a great opportunity for our students to focus on their future whilst engaging with a range of organisations and training providers.

Information, Advice and Guidance

- All pupils from Year 7 onwards are offered sessions with a qualified independent and impartial Careers Advisor. Parents are welcome to attend these sessions. For some pupils, a group session is offered in Year 7 to Year 9 where this is more appropriate.
- All pupils have access to clear unbiased advice and information about all options available to them, so that they understand what they involve.
- All pupils receive support and guidance to help them make appropriate choices for their future to help them decide what to do when they leave our school, including further learning, training or employment.
- All pupils have access to a programme of careers education which helps them to develop skills and knowledge to make choices and to prepare for the transition to work and learning.
- All pupils are supported to develop the behaviours and attitudes required for transition.
- All pupils are supported to be involved in making decisions about things that affect their learning
- All pupils have an opportunity to learn about the world of work through work related learning

Work Related Learning and Work Experience

We successfully link with a number of businesses to give our pupils meaningful work experience. We also provide in-house placements such as in the school kitchen and visits to other Aurora Establishments such as Foxes Hotel. We have clear processes for managing Health and Safety in relation to work experience.

Vocational learning and enterprise

To support vocational learning and enterprise, all pupils participate in a range of enterprise projects such as the Christmas Fair and other charity and community events across the year. At Aurora Hanley School, we are committed to high quality and meaningful work-related learning and work experience which is paramount for our students to develop the necessary skills, knowledge and experience they can transfer to life and the world of work. Our Feel-good Friday afternoons also support our Careers offer- with projects linking to Staffordshire University, a local farm, enterprise etc.

This is enhanced by a programme of visiting speakers from the world of work who come into school to talk to pupils about aspects such as running a small business, marketing, sales, book-keeping.

Work experience is delivered in Post 16 due to the needs of our young people.

Students usually attend a 6 week block, of one morning a week.

Most students are supported by a familiar member of Aurora staff. Occasionally a student may attend independently, based on risk assessments and capabilities.

The daily tutor programme has a weekly focus on Careers.



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).

Safeguarding Procedures

Designated Safeguarding Lead- Tracy Whitehurst (tracy.whitehurst@theauroragroup.co.uk)

Deputy Designated Safeguarding lead- Hayley Jackson (hayley.jackson@theauroragroup.co.uk)

School contact number: 01782 973 737

Stoke Local authority MASH / Children's Social Care out-of-hours contact details:
01782 234 234

Our students are usually supported on Work experience by a member of staff. In the rare cases where they do make their own way there- there will be a clear plan and checks in place to ensure they have arrived safely, and an emergency plan in case of an issue. This will be clearly planned with the child, parent and placement.

Every child's individual needs are well documented, and permission is gained from the parent and student to share key information with placement providers. All activities are fully risk assessed.

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.

Health and Safety Procedures

All placements are fully risk assessed and we ensure the suitability of any community work experience or volunteering. The wellbeing of our students is always paramount in all opportunities offered. All placements receive a premises visit before approval.

Either the Head of School or Principal carry out a premises visit before approval of placements or we use an outside agency with a specialism in quality assuring placement providers. A thorough checking process is carried out which covers aspects such as fire safety and adequate insurance.

There is a whole school generic WEX risk assessment, whilst the relevant class team risk assess the specific venue and activity. Final sign off is held by the Head of School or Principal.

All related documents are stored on the Engage system where final approval is granted.

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Parental permission is gained prior to sharing key information with placements.

(See Appendices for process flow charts)

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.

Employer Reasonable Adjustments

For each student, signed permission is gained from parents to share key information with the placement Employer. The school will then liaise with the placement provider to ensure that any necessary reasonable adjustments can be put in place.

A key information booklet on autism is shared with all employers, and additional information regarding other key needs will be shared if necessary dependent on the individual.

Students develop an information sheet summarising for the Employer how 'best to support me'.

12. Information Sharing and Data Protection

Information Sharing Protocol

The Data Protection Officer (DPO) for the Aurora Group is Marie Turner.

The data protection lead at Aurora Hanley School is the School Business Manager.

Written consent is gained from parents/carers prior to sharing information. This written consent is stored in the Student's school file.

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.

Preparation and Debriefing Formats

All students are involved in discussions around the kind of placement they would like. Placements are tailored to individuals needs and wishes.

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Students are well prepared with visuals (e.g. photo stories, social scripts) to prepare them for the work environment.

Often a 'mini visit' takes place so the student can visit the environment before commencing work experience.

Students complete their work experience booklet after each visit, and staff discuss the time spent on WEX and adapt as needed throughout the weeks.

Pupil EHCP reviews include Preparation for Adulthood. Work experience feedback sits within this.

13. Quality Assurance and Monitoring

Quality Assurance Processes

- Schedule of Compass/Compass+ self-reporting (termly updates by Careers Lead, shared in termly Governance meetings).
- Placement approval process- Placements are signed off by the Head of School or Principal: Key documents for off site WEX are uploaded onto the Engage trips and visit system. Placement risk assessment, Placement Health and Safety checks, Placement Employers liability insurance and Parental consent form are uploaded.

14. Destination Tracking and Transition Follow-Up

Aurora Hanley 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 Hanley School will collect intended destinations before pupils leave, 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.	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.	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.	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.

What Data Will Be Collected?

At Aurora Hanley 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.

Use of Destination Data

At Aurora Hanley School destination data will be used to evaluate curriculum pathways, identify patterns and vulnerable groups, improve apprenticeship and employer engagement, support Ofsted inspection evidence and inform the School 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

Destination data is tracked by the Senior Administrator-Admissions and Transitions- at set points up to 3 years.

The Destination tracker is overseen and quality assured by the Head of School.

Destination outcomes are reported to senior leaders and governors at the Termly Governance meeting.



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.

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Appendices

1. Annual Careers Overview

Annual Careers Overview			
Tutor time	Skills Audit My skills and qualities	Work expectations (To include: attire, communication, punctuality, attendance, meeting deadlines)	Applying my knowledge and skills CVs, Personal statements, application forms
All Year Groups	Kings Trust Qualification- Personal Development and Employability Pupils access Kings Trust within Post 16 ASDAN- key skills- Ability to learn, teamwork, problem solving, IT literacy, numeracy EHCP meetings- include Preparation for Adulthood		
	AUTUMN	SPRING	SUMMER
Key Stage 3	Learning styles-strengths and skills Work roles and aspirations incl. online careers resources Protected characteristics in the workplace, Careers and enterprise Chef visit – Experience day Christmas Fair-Enterprise	Hosting Autism Coffee Morning	Careers Week – Events Include: -Employer talks -Personal statements -CVs -Interview skills Summer Fair/Enterprise Year7/8/9-1-1 Independent Careers advice appointments
Key Stage 4	Year 10 up-1-1 Independent Careers advice appointments Chef visit- Experience day Christmas Fair/Enterprise	Hosting Autism Coffee Morning Next steps talks-external speakers from local colleges/alternative providers/apprenticeship providers	Careers Week – Events Include: -Employer talks -Personal statements -CVs

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	Self esteem, Careers and enterprise, Pathways, skills, roles and identities at work		-Interview skills Summer Fair/Enterprise Transition Plans for individual leavers incl. visits/interviews Independent Careers advice follow up appointments available to any Y10 up who need extra input
Post 16	Year 10 up-1-1 Independent Careers advice appointments Post 16 Pathways FE/HE/Careers-interview skills including hygiene and presentation Online research skills for the labour market Protected characteristics in the workplace Giving and receiving feedback and criticism Strategies for managing rejection/job applications/employment Online reputation-digital footprints	Hosting Autism Coffee Morning Next steps talks-external speakers from local colleges/alternative providers/apprenticeship providers	Careers Week Events Summer Fair/Enterprise -Virtual job visits/College visits/Uni visits Work experience Transition Planning- Preparing for transition to college/work Independent Careers advice follow up appointments available to any Y10 up who need extra input
All Upper School	Feel-Good Friday – Across all Upper School Groups Pupils choose from a range of options linked to leisure, careers/employability, travel training, University and College links.		

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Appendix 1 - Work Experience Flow Chart – Setting up Placements

All documents highlighted in green are available in: 'Teams-Upper school- Careers-Entrust WEX forms / or - work experience documents'

Reminder- *NO pupil documents must be shared with any other workplace, employer etc without written permission from parents/carers. Before considering this, SLT must be consulted due to GDPR.*

All students complete / update their student pathway once a term. Aurora Post 16 staff will look at this and talk to students/parents/carers to gather ideas for suitable placements.
Aurora staff contact suitable placements to establish possibilities and explore with students until a viable placement is found. Aurora staff ensure Head of School is aware and has agreed the placement.
Once a suitable/viable placement has been approved by the Head of School , Aurora staff inform parents/carers to ensure all happy to proceed. Aurora staff complete 'Employer Placement Form 1' which forms part of the WEX Employers booklet - with the potential placement lead. Page 1 (autism information) is handed to the Employer. Page 2 is submitted to SLT.
Appendix 3- 'Employer Placement Form 1' is submitted to SLT for initial approval checks. A Purchase request form for H and S checks is to be submitted alongside Form 1 where this is required. Once approved, please store Form 1 in the pupils 'My Pathway' folder.
Once the Head teacher has viewed and approved Form 1- the Placement can be initiated and pre-checks including a premises check will be arranged (either by Head of School/Principal or external Health and Safety company) A copy of the forms is to be stored in the pupils 'My Pathway' file.
Health and Safety company or Head of School/Principal complete the Premises visits check Completed Pre checks forms are to be stored the students file on Teams
Post 16 lead then sends Parental consent letter to parents/carers: -Send Parental Consent WEX letter to parents. Parental permission slip completed for placement to start. The slip includes permission to share information about the young person's needs with the placement provider.



Appendix 2 -Work Experience Flow chart– During Placement

All documents highlighted in green are available in 'Teams-Upper school- Careers-Work experience documents'

Double check that Employer's liability Insurance is STILL IN DATE-ask for current certificate to be emailed across if needed. <u>A copy of KCSIE Part one is to be emailed</u> to the named contact at the placement. Remind them to raise any safeguarding concerns with the staff member on site immediately.
Student completes the 'Autism Passport-All about me' document – gathering key information to be shared with the Employer/Placement -1 copy is to be stored in the 'My Pathway' file -1 copy is to be shared with the Employer
Aurora 'Skills for Work' audit completed by student, and reviewed each term with staff support to ensure realistic scores -To be stored in the 'My Pathway' file
Work experience logbook to be taken to placement each time and completed Initial pages covering Health and Safety are to be completed with the student on week 1
Employer Feedback Report- to be completed at the end of each half term -To be stored in the 'My Pathway' file
Aurora Hanley School Employer Careers Questionnaire for Gatsby Benchmark - To be given/sent to employer and response followed up - To be gathered by Careers lead to inform our Careers Programme planning

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Appendix 3

Employer's Work Experience Booklet

1. Information about Aurora Hanley School

Aurora Hanley is an independent specialist school for young people aged 6 to 19, who may face difficulties as a result of complex communication needs typically associated with Autism spectrum conditions.

Many of our students have sensory issues and high levels of anxiety that affect their ability to cope in mainstream settings, creating difficulties that can impact negatively on their emotional wellbeing, behaviour and ability to participate fully in education.

At Aurora Hanley School, we help every young person to re-engage with learning and enjoy school life, aiming to equip them with the resilience and confidence to take their next steps into the wider world.

We define our purpose as '**Empowering uniqueness, realising potential, building resilience**'

2. What is autism?

Autism is a lifelong developmental disability that affects how people perceive the world and interact with others. Autistic people see, hear and feel the world differently to other people. If you are autistic, you are autistic for life; autism is not an illness or disease and cannot be 'cured'. Often people feel being autistic is a fundamental aspect of their identity.

Autism is a spectrum condition. All autistic people share certain difficulties, but being autistic will affect them in different ways. Some autistic people also have learning disabilities, mental health issues or other conditions, meaning people need different levels of support. With the right sort of support, all can be helped to live a more fulfilling life of their own choosing.

You can find out more information about autism at: www.autism.org.uk – the National Autistic Society website.

3. Autism- How can I best support a young person with autism during their work experience placement?

- Read the young person's personal passport which will tell you more about them and how they can best be supported-this will be provided by school prior to the start of the placement

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- Some young people prefer written instructions and task lists /check lists to work through
- give short, clear instructions
- break down large tasks into smaller components
- having a regular timetable of tasks to add structure to the session

GDPR and Data Sharing Statement for Employers

Data Protection and Confidentiality

As part of arranging and supporting work experience placements, Aurora Hanley School may share limited personal information about students with employers. This information is shared solely for the purposes of facilitating the placement, ensuring the student's welfare, and enabling the employer to meet their health, safety, safeguarding, and supervision responsibilities.

The information shared may include:

- Student name and contact details
- Emergency contact information
- Relevant medical, dietary, accessibility, or support needs where necessary for the placement
- Any other information required to ensure the student's safety and successful participation

All personal data is shared in accordance with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018. Employers receiving this information must:

- Use the information only for purposes directly related to the work experience placement.
- Keep all personal information secure and confidential.
- Not share the information with any third party unless required by law or with prior agreement from the school/college.
- Ensure that only staff directly involved in supervising or supporting the student have access to the information.
- Delete or securely destroy all personal information relating to the student when it is no longer required following completion of the placement.

By accepting a work experience student, employers acknowledge their responsibility to process any personal data received in compliance with UK GDPR and applicable data protection legislation.

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EMPLOYER PLACEMENT FORM 1

Under health and safety law, work experience students are your employees. You treat them no differently to other young people you employ. Your existing employers' liability insurance policy ^[2] will cover work placements provided your insurer is a member of the Association of British Insurers or Lloyds ^{[3], [4]} so there is no need for you to obtain any additional employer's liability insurance if you take on work experience students. The ABI website ^[5] confirms this.

Information for Schools/Colleges about Employers' Insurance Provision

In connection with the proposed placement, the school needs confirmation that the organisation has the necessary insurance cover. As a school, Aurora Hanley uses Entrust to carry out our work experience safety checks.

If you proceed with the offer of this work experience Placement, a Health and Safety Officer from Entrust will make contact with you directly to arrange a visit to your premises, to speak to the work experience lead person and to carry out a full risk assessment prior to the start of the placement. They will write a report which will be provided to the school.

The Health and Safety officer will check that appropriate Employers liability insurance is in place.

If you are happy to proceed with the offer of a placement, please complete the information below.

I confirm that (student name) has been offered a placement at(Company name) from (Start Date)

until..... Work Times.....

Signed:.....

Print Name:..... Role:.....

Date:.....

This form should be returned to:

SLT COMPLETION /Headteacher

H and S VISIT REQUIRED Y/N

SIGNED: _____

Cambian Way

Aurora

Bucknall
Stoke-on-Trent
ST9 9JR
teacher

PO Attached- Y / N
If no PO, return to