



CAREERS, WORK EXPERIENCE AND DESTINATION TRACKING LOCAL PROCEDURES

Aurora Summerfields School

Please refer to the main Policy A166

0. Summary of changes since previous version of policy

- New Policy

HOW TO USE THIS DOCUMENT

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

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- 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
- Is planned and reviewed in genuine partnership with pupils, families, employers and relevant professionals
- Ensure destination data is recorded, reviewed and used to evaluate the impact of provision and identify where additional transition support is required
- Support learners to become confident, resilient, informed, self-aware, enterprising and proud of their achievements

3. Legal Framework and Statutory Duties

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

3.1 Primary Legislation

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

3.2 Statutory Guidance

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

3.3 Non-Statutory and Supporting Guidance

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

i KEY LEGAL NOTE — DBS and Regulated Activity

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

4. Scope and Definitions

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

Term	Definition
Work Placement	A structured period in a workplace setting in which the pupil undertakes tasks and activities as a worker, supervised by the employer. May be paid or unpaid. Typically blocks of 1–2 weeks or recurring half-days.
Work Shadowing	The pupil observes a worker over one or more days, developing understanding of a role or sector without actively performing work tasks.
Employer Visit / Workplace Visit	A school-organised visit to a workplace, lasting typically a half or full day. Pupils may undertake employer-set tasks or projects.
Virtual Workplace Experience	A structured, employer-led experience delivered online. Per Gatsby Benchmark 6 (updated 2025), virtual experiences may complement but must not wholly replace in-person activity.
Supported Internship	A structured, study programme for young people aged 16–25 with an EHCP, combining extended work placement with in-work support from a job coach. Delivered in partnership with an employer and governed by DfE supported internship programme requirements.
Traineeship	A programme including a high-quality work experience component, aimed at equipping young people with the skills needed to progress to an apprenticeship or employment.
Enterprise Activity	Employer-led challenges, business simulations or projects completed within school but designed and assessed by an employer. Counts towards Gatsby Benchmark 5 (Encounters with Employers) rather than Benchmark 6.
Meaningful Experience	Per the updated Gatsby Benchmark 6 (2024/2025): an experience that gives the young person the opportunity to explore what it is like to work in an environment, what skills are valued, and what it takes to be successful. It should include preparation and reflection, active participation, and feedback from employer staff.

6. Careers Education, Information, Advice and Guidance

Careers Education, Information, Advice and Guidance (CEIAG) is central to preparation for adulthood across Aurora schools and colleges. A higher proportion of young people with Education, Health and Care Plans are at risk of becoming not in employment, education or training (NEET) as adults; therefore, careers provision must be personalised, aspirational and embedded across the curriculum from an early stage.

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

6.1 Careers Curriculum

The careers curriculum at [Aurora Summerfields](#) will broaden pupils' horizons, challenge stereotypes and link learning to the world of work. Teachers will identify pupils' interests,

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

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

6.2 Local Careers Policy and Procedures

This local careers procedure for Aurora Summerfields 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

All Key Stage 4 students are offered one meaningful work experience placement during their time at Aurora Summerfields School. Placements are personalised wherever possible to reflect individual interests, strengths, EHCP outcomes and aspirations for adulthood.

Work experience placements are arranged in partnership with employers, parents/carers and relevant professionals to ensure that opportunities are appropriate, safe and accessible.

Aurora Summerfields School currently meets the expectation that all Key Stage 4 students access at least one meaningful work experience placement. Placements are supported by preparation activities, individual planning and post-placement reflection. Students also participate in a wider programme of careers education and employer engagement activities.

The school's self-evaluation has identified opportunities to further strengthen Benchmark 6 provision. These include increasing workplace-related experiences at Key Stage 3, developing a more formal employer feedback process, expanding the range of employer partners and exploring opportunities for extended or repeat placements for students progressing towards employment pathways.

Annual review of provision, employer engagement and destination outcomes will inform future developments and ensure that workplace experiences continue to meet the needs of students and reflect the expectations of the Gatsby Benchmarks.

The careers leader at Aurora Summerfields is Harriet Sheard.

Email: Harriet.Sheard@theauroragroup.co.uk

Telephone: 01625 786290

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Aurora Summerfields School uses Compass+ to support the planning, monitoring and evaluation of the school's careers programme against the Gatsby Benchmarks. Self-assessment is completed on a termly basis by the Careers Leader to review progress, identify areas for development and inform the school's careers action planning.

Compass+ reviews are undertaken during the Autumn, Spring and Summer terms and include consideration of careers curriculum provision, employer engagement activities, workplace experiences, destination outcomes and progress against Gatsby Benchmarks. Findings are shared with the Senior Leadership Team and used to inform continuous improvement of the careers programme.

7. Roles and Responsibilities

Named Roles

- Named Careers Leader: Harriet Sheard: Harriet.Sheard@theauroragroup.co.uk
- Named DSL for Work Experience safeguarding matters: Tracy Whitehurst: Tracy.Whitehurst@theauroragroup.co.uk
- Named SENDCO / EHCP lead: Ruth Lawton: Ruth.Lawton@theauroragroup.co.uk
- Local Careers Hub contact: Cheshire and Warrington Careers Hub: careershubs@cheshireandwarrington.com

8. Programme Design and Progression

See the specific programme design above.

8.2 Individual Planning

Local Curriculum Planning

Work experience forms a key element of the careers programme at Aurora Summerfields School and is delivered within Key Stage 4, primarily during Year 10. Students are offered a structured work experience placement, typically consisting of a one-week (five-day) placement with a local employer.

Placements are carefully planned and matched, wherever possible, to students' individual career interests, aspirations, strengths and Preparation for Adulthood outcomes. This enables students to gain meaningful experience of the workplace, develop employability skills and increase their understanding of potential future pathways.

Key Stage 3 Structure

At Aurora Summerfields School, Key Stage 3 students participate in a programme of termly Employer Visit Days, designed to broaden their understanding of the world of work and raise aspirations for future pathways. Employers from a wide range of sectors are invited into



school to share information about their roles, career journeys, workplace expectations and employment opportunities.

These encounters provide students with opportunities to engage directly with employers, ask questions, explore different industries and develop an understanding of the skills, qualifications and personal attributes valued in the workplace. Employer Visit Days form part of the school's wider careers programme and support progression towards more personalised work-related learning and work experience opportunities at Key Stage 4.

Where appropriate, employer encounters may be supplemented by workplace visits, enterprise activities and virtual engagement opportunities to further enhance students' awareness of employment, further education and training pathways.

Key Stage 4 Structure

At Aurora Summerfields School, the Key Stage 4 careers programme is delivered through a combination model of timetabled careers education, employer engagement and work experience. Students participate in weekly careers lessons and work towards recognised ASDAN Careers qualifications, developing their understanding of employment pathways, employability skills, workplace expectations and preparation for adulthood.

Each student is allocated a dedicated work experience placement week during Key Stage 4. Placements are planned with consideration of the student's interests, strengths, aspirations and EHCP outcomes where appropriate. Students are supported throughout their placement by members of the Summerfields staff team to ensure their experience is safe, accessible and meaningful.

In addition, students have regular access to employer encounters through the school's careers programme, including visits from employers representing a range of employment sectors. These opportunities help students develop awareness of the world of work, explore career pathways and make informed decisions about their future education, training and employment options.

EHCP Outcomes & Placements

At Aurora Summerfields School, work experience and workplace learning opportunities are planned using a person-centred approach. Students are actively involved in discussions about their interests, strengths, aspirations and future goals through careers education activities, review meetings and preparation for adulthood planning. Pupil voice is used to identify preferred employment sectors, workplace environments and areas of interest, helping to ensure that placements are meaningful and engaging.

Placement matching is informed by the student's Education, Health and Care Plan (EHCP), including Preparation for Adulthood outcomes relating to employment, independence, communication, social interaction and community participation. Consideration is also given to individual support needs, reasonable adjustments, travel requirements, health needs and risk assessments to ensure placements are safe, accessible and appropriate.

Parents/carers and relevant professionals contribute to the placement planning process where appropriate, enabling the school to secure opportunities that support each student's identified outcomes and next steps towards further education, training, employment or supported employment. Placement suitability is reviewed on an individual basis to maximise progression and positive destination outcomes.

9. Safeguarding During Work Experience

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

9.1 Placement Provider Safeguarding Checks

Prior to the commencement of any work experience placement, the school will take reasonable steps to satisfy itself that appropriate safeguarding arrangements are in place. Placement providers may be required to complete safeguarding declarations and provide relevant information regarding supervision arrangements, safeguarding policies and safer recruitment processes.

Where appropriate, the school may commission a suitably qualified third-party provider to undertake placement checks and verify that safeguarding requirements have been met. The suitability of the placement will be reviewed before approval is granted.

Any safeguarding concerns identified during the checking process or placement period will be referred to the Designated Safeguarding Lead (DSL) and managed in accordance with the school's safeguarding procedures.

9.2 Supervision and Monitoring

A member of Aurora Summerfields School staff will accompany and support students throughout their work experience placement. Staff will be responsible for monitoring students' welfare, wellbeing and safeguarding during the placement and will act as the main point of contact between the student, placement provider and school.

The accompanying member of staff will maintain oversight of the student's participation, ensure that agreed safeguarding arrangements are being followed and respond promptly to any concerns that arise. Any safeguarding concerns identified during the placement will be reported immediately to the Designated Safeguarding Lead (DSL) and managed in accordance with the school's Safeguarding and Child Protection Policy.

Where concerns arise regarding a student's safety or welfare, the school reserves the right to modify or terminate the placement arrangement.

9.3 Vulnerability Considerations for SEND Pupils

Aurora Summerfields School recognises that some students may be more vulnerable during work experience placements due to their special educational needs, communication needs, social understanding, medical needs or level of independence. Individual needs will be considered as part of placement planning to ensure appropriate support, supervision and safeguarding arrangements are in place.

Information from EHCPs, risk assessments, behaviour support plans and health care plans will be used to identify any additional safeguards required. Where necessary, reasonable

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adjustments will be agreed with the placement provider to support the student's safety, wellbeing and successful participation.

As students are accompanied by a member of school staff throughout the placement, ongoing support and monitoring will be provided to ensure any concerns are identified and addressed promptly.

9.4 Reporting Safeguarding Concerns During Placement

Safeguarding Procedures

DSL and Deputy DSL contact details for placement providers and families

DSL: Tracy Whitehurst: Tracy.Whitehurst@theauroragroup.co.uk

DDSL: Kirsty Jockel: Kirsty.Jockel@theauroragroup.co.uk

DDSL: Glenn Davis: Glenn.Davis@theauroragroup.co.uk

DDSL: Safa Saeed: Safa.Saeed@theauroragroup.co.uk

School emergency contact number: 01625 786290 (available during placement hours)

Local authority MASH / Children's Social Care out-of-hours contact details: ChECS: 0300 123 5012

Student Absence Without Notice

Work experience is an entitlement for all pupils and part of statutory careers provision under Gatsby Benchmark 6.

Pupils are expected to attend the placement as agreed. This includes being punctual and following conduct expectations.

Where a pupil does not attend a work experience placement without an authorised reason:

This should be treated as a school absence and recorded on the attendance register in line with the local Attendance Policy.

The school must contact parents/carers immediately to establish the reason and assess any safeguarding concerns.

Persistent refusal or disengagement triggers review of suitability, further careers guidance, and possibly adapting the placement or using alternative work-related learning experiences.

10. Health and Safety

Under the Health and Safety (Training for Employment) Regulations 1990, pupils on work experience are treated as employees of the placement provider for health and safety purposes. The placement provider bears the same duty of care to the pupil as they do to their own staff. However, the school retains a duty of care and must take reasonable steps to satisfy itself that the placement environment is safe.

10.1 Pre-Placement Health and Safety Checks

Prior to the commencement of any work experience placement, appropriate health and safety checks will be completed to ensure that the placement provider can offer a safe and suitable

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environment for the student. Checks will be coordinated by the school's Careers Leader, or another designated member of staff, and will take account of the nature of the placement, the student's individual needs and any identified risks.

Where required, the school may commission a suitably qualified third-party specialist to undertake health and safety assessments and verify the suitability of a placement. Evidence of relevant health and safety arrangements, employer liability insurance and any necessary risk assessments will be obtained and reviewed before the placement is approved.

Placement approval will be completed by the designated member of staff responsible for work experience arrangements, with final sign-off granted only when all required documentation and health and safety checks have been satisfactorily completed.

All placements will undergo a premises visit before approval.

10.2 Age-Related Restrictions

Students participating in work experience must only undertake activities that are appropriate to their age, level of maturity, experience and individual needs. Placement providers are required to comply with relevant health and safety legislation relating to young people in the workplace and must ensure that students are not exposed to unnecessary risks.

Prior to the placement, the school and placement provider will identify any tasks, equipment or working environments that may be unsuitable for young people. Students will not be permitted to undertake activities that are prohibited by law, require specialist qualifications or training, or present a level of risk that cannot be adequately controlled through supervision and reasonable adjustments.

Particular consideration will be given to activities involving:

- Hazardous machinery, tools or equipment.
- Exposure to hazardous substances or chemicals.
- Work at height.
- Lone working arrangements.
- Environments presenting significant physical, emotional or safeguarding risks.
- Any activity requiring statutory certification, licences or qualifications.

The suitability of all work activities will be considered as part of the pre-placement health and safety checks and any individual pupil risk assessment. Where necessary, adjustments will be agreed with the placement provider to ensure that the student can participate safely and meaningfully in the placement.

Staff from Aurora Summerfields School reserve the right to withdraw approval for a placement, or amend placement activities, where concerns arise regarding the suitability of tasks being undertaken by a student.

10.3 Individual Pupil Risk Assessment

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Existing pupil risk assessments, EHCPs, health care plans and behaviour support plans will inform work experience planning and placement suitability. Individual risks, support requirements and reasonable adjustments will be considered prior to placement to ensure that appropriate control measures are in place and that the placement can be accessed safely and successfully. Relevant information will be shared with placement providers on a need-to-know basis and in accordance with data protection requirements.

10.4 Accidents and Incidents

Any accident, incident, near miss or health and safety concern occurring during a work experience placement must be reported immediately to the placement provider and the school. Placement providers must ensure that appropriate first aid is administered where required and that emergency services are contacted where necessary.

All incidents will be recorded using the school's standard incident reporting procedures and reviewed by the appropriate member of the leadership team. Parents/carers will be informed of any significant incidents as soon as reasonably practicable.

The reporting and escalation process will follow the school's established health and safety procedures. Serious incidents will be investigated, and where required, reported to external agencies in line with statutory requirements. Any lessons learned will be used to inform future placement planning and risk management arrangements.

Local Health & Safety Processes

- Health and safety concerns are reported immediately to the placement provider and the school.
- School incident and accident reporting forms will be completed as required.
- Placement approval and incident review are overseen by the designated Careers Leader and relevant senior leaders.
- Incident reporting follows the established chain of: Placement Provider → School Contact/Careers Leader → Senior Leadership Team → Parent/Carer, with escalation to external agencies where required.

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

At Aurora Summerfields School, we are committed to ensuring that all students have equitable access to careers education, employer encounters and work experience opportunities. We work closely with students, families, employers and professionals to identify and remove barriers to participation and to ensure that appropriate reasonable adjustments are in place. Placement

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opportunities are matched to students' strengths, interests, aspirations and support needs to promote successful outcomes and preparation for adulthood.

11.2 Reasonable Adjustments in Practice

Reasonable adjustments will be considered and implemented on an individual basis to ensure that all students can access work experience and workplace learning opportunities successfully. Adjustments will be informed by the student's EHCP, identified needs, risk assessments and discussions with the student, parents/carers and placement provider.

Adjustments may include, but are not limited to:

- Additional support from school staff during placements.
- Adapted working hours or duties.
- Visual supports, communication aids or assistive technology.
- Structured routines, task breakdowns and additional supervision.
- Environmental adaptations to reduce barriers to participation.

The school will work collaboratively with employers to identify and agree appropriate adjustments prior to the placement commencing and will review these arrangements throughout the placement where necessary.

Transport Arrangements

Transport requirements are considered as part of the placement planning process and individual risk assessment.

Where required, students will be transported to and from placements using school vehicles, including the school minibus or car, operated by authorised members of staff.

Transport arrangements will be agreed in advance with parents/carers and communicated to placement providers where necessary.

11.3 Employer Engagement and Disability Confidence

The school encourages engagement with Disability Confident and inclusive employers where possible and supports employers to understand their responsibilities under the Equality Act 2010 through pre-placement discussions and briefings.

12. Information Sharing and Data Protection

Information Sharing Protocol

- Named Data Protection Officer (DPO) or data lead contact: Marie Turner:
Marie.Turner@theauroragroup.co.uk

All information is shared in internal secure files.

Information that may impact placement safety, performance or health will be shared with any WORK placement on a need-to-know basis so appropriate precautions are put in place. in

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most cases students will be supported by a member of staff who can manage this at sight level.

Parent/carer consent for information sharing will be obtained prior to the commencement of a work experience placement where required. Information will be shared on a need-to-know basis and in accordance with the school's Data Protection Policy and GDPR requirements. Relevant information relating to a student's health, safety, communication needs, support requirements and reasonable adjustments may be shared with placement providers to ensure appropriate support arrangements are in place

12. Preparation and Debriefing

A meaningful work experience placement does not begin on day one at the employer and end when the pupil returns to school. The quality of preparation before and reflection after is as important as the placement itself, and particularly so for pupils with SEND who may need significantly more structured support at both stages.

12.1 Preparation

Prior to commencing a work experience placement, students will participate in preparation activities as part of the school's careers programme. These activities are designed to help students understand workplace expectations, develop employability skills and build confidence for the placement experience.

Preparation may include:

- Exploring career interests and aspirations.
- Learning about workplace behaviour and expectations.
- Discussing health, safety and safeguarding arrangements.
- Understanding travel and transport arrangements.
- Reviewing individual support needs, reasonable adjustments and placement objectives.

Students will have the opportunity to ask questions about their placement and will be supported by school staff to ensure they feel prepared and confident before attending.

12.2 Debriefing and Reflection

Following completion of a work experience placement, students will take part in a structured debrief and reflection process with supporting school staff. The purpose of this process is to help students identify what they have learned, celebrate successes and consider how the experience has supported their future aspirations and Preparation for Adulthood outcomes.

Preparation and Debriefing Arrangements

- Students receive preparation through timetabled careers sessions and discussions with staff prior to their placement.
- Pre-placement visits may be arranged where appropriate to familiarise students with the workplace environment and expectations.

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- Communication and visual supports are provided according to individual need and may include visual timetables, social stories, AAC (Augmentative and Alternative Communication) systems and other communication resources used routinely within school.
- Debriefing takes place following completion of the placement and may include discussions with the student, employer and supporting staff member.
- Student reflections, feedback and achievements are recorded by school staff and used to support future careers planning and Preparation for Adulthood outcomes.
- Where appropriate, outcomes from work experience placements may be used as evidence within EHCP reviews and annual review discussions.

The school will use feedback from students, employers and staff to evaluate placements and inform future careers and work experience provision.

13. Quality Assurance and Monitoring

13.1 Placement Quality Standards

All work experience placements will be reviewed to ensure they provide a safe, meaningful and appropriate learning experience for students. Placements should offer opportunities for students to develop employability skills, increase their understanding of the workplace and support their Preparation for Adulthood outcomes.

The school will assess the suitability of placements through liaison with employers, review of relevant documentation and consideration of the student's individual needs. Where appropriate, a qualified third-party provider may be commissioned to undertake placement checks and quality assurance activities on the school's behalf.

Feedback from students, employers and staff will be used to evaluate placement quality and inform future work experience planning.

13.2 Monitoring During Placement

A member of Aurora Summerfields School staff will accompany students throughout their work experience placement and provide ongoing support and supervision.

During the placement, staff will monitor the student's engagement, wellbeing, safety and progress, and will liaise with the placement provider to address any concerns. Regular informal reviews will be undertaken to ensure the placement remains appropriate and beneficial for the student.

Any issues identified during the placement will be acted upon promptly and, where necessary, placement arrangements will be reviewed or amended to ensure the student's needs continue to be met.

13.3 Post-Placement Evaluation

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Following completion of a work experience placement, feedback will be gathered from the student, placement provider and supporting staff member to evaluate the quality and impact of the experience.

Post-placement reviews will consider the student's engagement, skills development, achievement of individual objectives and suitability of the placement. Feedback will be used to inform future careers planning and improve the school's work experience programme.

Where appropriate, a suitably qualified third-party provider may be commissioned to support post-placement evaluation and quality assurance activities.

13.4 Annual Programme Review

Quality Assurance Processes

Schedule of Compass/Compass+ Self-Reporting

Compass+ self-assessments will be completed termly by the Careers Lead to monitor progress against the Gatsby Benchmarks and inform careers development planning.

- Autumn Term: Full review of careers provision and priorities for the academic year.
- Spring Term: Mid-year review of progress against identified actions.
- Summer Term: End-of-year evaluation and planning for the following academic year.

Findings and action plans will be shared with the Senior Leadership Team and reported to Governors through the school's established reporting arrangements.

Placement Approval Process

All work experience placements must be approved prior to commencement.

Approval will be signed off by the Careers Lead and a member of the Senior Leadership Team following review of:

- Employer details and placement suitability.
- Health and safety documentation and checks.
- Employer liability insurance (where required).
- Relevant risk assessments.
- Student support needs, EHCP information and reasonable adjustments.
- Safeguarding information and any required placement checks.

Where appropriate, a suitably qualified third-party provider may be used to support placement approval processes.

Monitoring Visit Schedule

Monitoring of placements takes place:

- Prior to the placement commencing, to confirm suitability and arrangements.

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- Throughout the placement, with a member of Summerfields staff accompanying and supporting the student.
- As required where concerns are identified or additional support is needed.

Monitoring activities focus on student wellbeing, safeguarding, engagement, health and safety, and the effectiveness of agreed support arrangements.

Annual Review Date and Format

The effectiveness of the work experience programme will be reviewed on an ongoing basis through placement monitoring, feedback from students and employers, and analysis of destination outcomes.

A formal review will take place through the termly Compass+ self-assessment cycle, with outcomes informing the school's annual careers improvement planning and future work experience provision. Feedback gathered at the completion of each placement will contribute to this review process.

14. Destination Tracking and Transition Follow-Up

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

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

14.2 Statutory and Good Practice Context

14.3 Roles and Responsibilities for Destination Tracking

Role	Responsibilities
Governing Body	Receives the annual destinations report through governance processes; monitors trends and vulnerable groups; holds leadership to account for

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Role	Responsibilities
	improvement; and escalates or reviews Group-wide trends where appropriate.
Tracy Whitehurst - Principal Kirsty Jockel - 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.
Harry Thompson – Assistant Headteacher Harriet Sheard – Careers Lead	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.
Ruth Lawton - SENDCo	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 Summerfields](#) 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 Summerfields 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 reason for a student's departure from school is recorded on Engage. Intended and confirmed destination information is maintained through the school's admissions and destination records.

Aurora

For Year 11 and Year 13 leavers, destination providers are contacted during the following Autumn Term to confirm that the young person has successfully started and is attending their intended destination.

For students who leave the school at other points during the academic year, destination updates may be sought from the relevant Local Authority where appropriate.

Where concerns arise that a young person has not secured or sustained a suitable destination, the school will liaise with the Local Authority and other relevant agencies to support transition arrangements and reduce the risk of the young person becoming NEET (Not in Education, Employment or Training).

Destination information is reviewed by school leaders and reported through established school monitoring arrangements, including reporting via Power BI.

Destination outcomes are used to evaluate the effectiveness of the careers programme, support Preparation for Adulthood planning and inform future school improvement priorities.

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 Summerfields School does not currently offer Supported Internships as part of its post-16 provision. However, the school will continue to review local opportunities and develop relationships with employers and external partners to support future pathways into employment, training and supported employment where appropriate.

Should Supported Internship opportunities become available, employer engagement arrangements will be developed to ensure students have access to suitable and inclusive workplace opportunities.

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