CAREERS, WORK EXPERIENCE AND DESTINATION TRACKING LOCAL PROCEDURES

Aurora Brampton Valley 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 Brampton Valley 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 Brampton Valley 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.

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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
- 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

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Legislation / Guidance	Relevance to Work Experience	Status
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 / 2026	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

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Document	Relevance	Status
Equality and Inclusion in Careers Guidance (CEC)	Framework for ensuring work experience is equally accessible to disadvantaged and SEND learners	Advisory

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

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Term	Definition
	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 Brampton Valley 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 Brampton Valley 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 1 and 2, students participate in weekly careers-focused tutor sessions, exploring a range of professions and how their learning links to future opportunities. Through weekly PSHEE lessons, students develop self-awareness, challenge stereotypes, and learn how to stay safe and healthy. Enrichment opportunities, including Emergency Services Day, Careers Week, and social education activities, further support the development of valuable life skills and aspirations for the future. With careers embedded through out subjects.
- In Key Stage 3, In Key Stage 3, students explore future pathways through a range of careers education opportunities that develop employability skills and self-awareness. Students take part in weekly careers lessons, careers fairs, workshops, and visits to local businesses, enabling them to gain insight into a variety of professions and workplaces. Enrichment opportunities, including guest speakers, Emergency Services Day, Careers Week, and social education activities, further support the development of valuable life skills and aspirations for the future. In addition, students engage in work-related learning through projects and collaborations with local employers, helping them to build confidence and prepare for future education and employment opportunities. Including options, for internal work experience.
- In Key Stage 4, students focus on preparing for post-16 transitions and developing the skills, knowledge, and experience needed for their next steps, building careers

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portfolios to develop ideas and understanding. Students undertake work experience opportunities tailored to their individual needs and interests, helping them to gain valuable insight into the workplace. They also participate in transition planning sessions and receive 1:1 careers guidance from an independent careers adviser, enabling them to explore and make informed decisions about future pathways. Through visits and information sessions, students learn about further education, supported internships, apprenticeships, and vocational routes. In addition, students develop practical employability skills by creating CVs, practising interview techniques, and receiving support with applications during specific weekly timetabled sessions. Engagement with external agencies, including local colleges, employers, and careers services, further broadens students' understanding of the opportunities available and supports them in planning successful futures. Enrichment opportunities involve, Careers week, Emergency Service Day, enterprise week, Social Education including but not limited to visits to places of work, post 16 education providers and skills workshops.

- Post 16 students work on developing their skills, achieving qualifications, University visits and engaging in purposeful work experience. Students also participate in transition planning sessions and receive 1:1 careers guidance from an independent careers adviser, enabling them to explore and make informed decisions about future pathways. Through visits and information sessions, students learn about further education, supported internships, apprenticeships, and vocational routes. In addition, students develop practical employability skills by creating CVs, practising interview techniques, and receiving support with applications. Students are supported into their next steps with extended transitions wherever possible.

6.2 Local Careers Policy and Procedures

This local careers procedure for Aurora Brampton Valley 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 Headteacher or named Careers Leader, as specified locally.

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Gatsby Benchmark 6 Planning

- Results are evaluated and shared with the Senior Leadership Team.
- Progress against Gatsby Benchmark Standards is reported via governance meetings to all stakeholders in attendance.
- From the above, the data is used by the careers lead and SLT to further develop the current action plan and RAG rate previously identified actions.

Stage	Intended progression	Planned provision	Evidence of progress
KS3	Pupils explore a range of workplaces, career opportunities and employability skills. They start to recognise their interests, strengths and areas where they may need support.	Learners participate in workplace visits, employer engagement projects, in-school work experience placements (Year 9), supported volunteering opportunities, and activities that develop an understanding of workplace expectations, safety and conduct.	Careers portfolios, Compass Gatsby Standards review, pupil reflection; identified interests and strengths; Pupil individual flightpath, initial workplace-support profile, group session discussing careers and independent careers advice. social education visits to places of work and education settings shown in Evidence for Learning tracking.
KS4	Pupils build confidence by applying employability skills in realistic work environments. They consider whether a particular sector is right for them while taking on more independent and personalised experiences.	Learners engage in personalised external work placements or extended school-based placements, developing workplace readiness through preparation activities, travel planning and employer-set tasks. Opportunities are provided to interact with a range of employees, experience reasonable workplace adjustments	Careers portfolios, Gatsby Standards review, Placement goals; Work skills audit conducted termly; attendance record; completed workplace task; employer feedback; pupil reflection; updated CV; independent careers advice, social education visits to

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		and receive employer feedback to support ongoing development and career planning.	places of work and education settings shown in Evidence for Learning tracker and Careers portfolios.
Year 11	Pupils draw on their workplace experiences to make informed decisions about their post-16 pathways. Those who may benefit from additional support into employment are identified at an early stage.	Learners participate in careers guidance interviews and review placement outcomes to inform future aspirations and next steps. They engage with colleges, training providers and supported internship programmes to develop an understanding of post-16 opportunities. Transition planning is supported through collaborative meetings involving the learner, family members, school staff and relevant providers, ensuring appropriate pathways and support arrangements are identified.	Careers portfolios, Gatsby Standards review, Confirmed destination; applications completed; transition plan; support information shared with consent; referral to an appropriate provider where required, independent careers advice. social education visits to places of work and education settings shown in Evidence for Learning tracker/Careers portfolios.
Post-16	Learners further strengthen their independent living, communication, emotional resilience, travel and workplace readiness skills, enabling them to participate more confidently in employment settings.	Learners participate in a further meaningful workplace experience, supported by job-coaching where appropriate, to develop confidence and competence in a work environment. They continue to build independent travel skills,	Careers portfolios, Compass Gatsby Standards review, Employer and job-coach feedback; improved independence; updated vocational profile; evidence of skills and reasonable adjustments;

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		workplace communication and self-advocacy, while engaging in activities that develop their understanding of recruitment processes, including application writing and interview preparation.	confirmed next step. Independent careers advice. social education visits to places of work and education settings shown in Evidence for Learning tracker/Careers portfolios.

7. Roles and Responsibilities

Named Roles

- **Careers Leader:** Rob Delucchi rob.delucchi@theauroragroup.co.uk 01858 799 015
- **DSL for Work Experience safeguarding matters:** Emma Williams emma.williams@theauroragroup.co.uk 01858 799 015
- **SENCO:** Ian Bradley ian.bradley@theauroragroup.co.uk 01858 799 015
- **Independent Careers Advice: TBC**

8. Programme Design and Progression

See the specific programme design above.

8.2 Individual Planning

Local Curriculum Planning

Aurora Brampton Valley embeds careers and opportunity to explore careers and skills through a broad and balanced curriculum. Students across the key stages will experience employee encounters, workplace visits and experiences. All experiences are tailored to the individuals interests and support needs at the heart enabling Aurora Brampton Valley to prepare students for life beyond school and be equipped with the skills and knowledge to follow their chosen pathway.

Key Stage 1: Students begin to understand the world of work, their own strengths and possibilities open to them. At this stage, the focus is on curiosity, confidence and exploring different roles rather than choosing a future career. Learning and experiencing through play is highly encouraged through this stage. Students will also have opportunities to experience employee encounters and people who help us such as the fire brigade/police.

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Key Stage 2: Students access weekly careers focus during tutor, which explores strengths and development, careers and how these link across the subjects. Staff build on skills of self-awareness and citizenship through the teaching of PSHE. Students will also have opportunities to experience employee encounters and people who help us such as the fire brigade/police.

Key Stage 3: Pupils explore a range of workplaces, career opportunities and employability skills. They start to recognise their interests, strengths and areas where they may need support. Students access Careers lessons which focus around the following topics over the year: Self-Development, Career Exploration, Career Management, Considering Higher Education/Apprenticeships/FE, Preparing for the Workplace and Being at Work. Students will also access employee encounters, internal work experience (Year 9), and enterprise days. Students also access a weekly tutor session focusing on careers each Wednesday.

Key Stage 4: Pupils explore a range of workplaces, career opportunities and employability skills. They start to recognise their interests, strengths and areas where they may need support. Students access Careers lessons which focus around the following topics over the year: Self-Development, Career Exploration, Career Management, Considering Higher Education/Apprenticeships/FE, Preparing for the Workplace and Being at Work. Students will also access employee encounters, internal work experience (Year 9), and enterprise days. Students also access a weekly tutor session focusing on careers each Wednesday. Students in Key Stage 4 will access 1:1 independent careers advice to support them navigating their chosen pathway. Students will also have opportunities for supported volunteering and internal work experience before preparing for and carrying out work experience placements. Students will also have opportunities to meet with and explore different higher and further education providers and look at their next steps beyond Aurora Brampton Valley.

Key Stage 5: Post-16 students are supported to explore a wide range of future opportunities, including employment, apprenticeships, further education, university, supported internships, and independent living. Through personalised careers education, work-related learning, employer encounters, college and university visits, and specialist transition planning, students develop the knowledge, confidence, and skills needed to make informed decisions about their next steps. We work closely with students, families, careers advisers, and external agencies to ensure every young person has a meaningful pathway that reflects their strengths, interests, aspirations, and individual needs.

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 (2026).

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9.1 Placement Provider Safeguarding Checks

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

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

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

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

9.2 Supervision and Monitoring

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

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

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

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

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9.3 Vulnerability Considerations for SEND Pupils

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

Before any placement is agreed, consideration is given to factors including communication needs, social understanding, personal safety awareness, emotional regulation, travel independence, mental health needs, medical requirements and any identified safeguarding concerns. These considerations inform placement matching, individual risk assessments and reasonable adjustments.

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

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

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

9.4 Reporting Safeguarding Concerns During Placement

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

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

The school will respond to safeguarding concerns in accordance with its Safeguarding and Child Protection Policy, Keeping Children Safe in Education and local safeguarding partnership procedures. All concerns will be recorded on the school's safeguarding system

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and, where necessary, referrals will be made to Children's Social Care, the Multi-Agency Safeguarding Hub (MASH), the police or other relevant agencies.

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

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

Safeguarding Procedures - see policy A1-BVS Child Protection and Safeguarding Local Procedures

10. Health and Safety

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

10.1 Pre-Placement Health and Safety Checks

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

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

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

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

Named workplace supervisor with responsibility for pupil safety.

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

10.2 Age-Related Restrictions

- Pupils must **not undertake tasks prohibited for under 18s** as defined by:

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- The Management of Health and Safety at Work Regulations 1999
- Young Persons Guidance (HSE)

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

10.3 Individual Pupil Risk Assessment

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

10.4 Accidents and Incidents

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

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.

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11.1 Our Commitment

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

11.2 Reasonable Adjustments in Practice

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

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

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

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

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

11.3 Employer Engagement and Disability Confidence

Employer Reasonable Adjustments

Aurora recognises that successful employer engagement for pupils with SEND depends upon proactive planning, effective communication and collaborative working with employers.

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The school works closely with placement providers to identify, agree, implement and review reasonable adjustments that support pupils to participate safely, confidently and successfully in workplace learning.

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

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

Adjustments are reviewed throughout the placement and amended as required.

Typical workplace adjustments may include:

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

Disability Confident Employers

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

Employer Training and Pre-Placement Briefings

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

- Face-to-face meetings

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- Virtual meetings
- Employer information packs
- Telephone consultations
- Site visits

The briefing covers:

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

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Transport Assessment and Arrangements

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

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

The assessment considers:

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

Depending on individual need, transport arrangements may include:

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

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

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12. Information Sharing and Data Protection

Information Sharing Protocol

- **GDPR Lead:** Emily Claypole emily.marshall@theauroragroup.co.uk 01858 799 015

Process for Completing and Storing Consent and Information Sharing Form

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

Information Categories That May Be Shared

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

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

Conditions:

- Shared **only with the named placement supervisor**
- Accompanied by a clear explanation that the information is confidential and for safeguarding and support purposes only.

How Employer Data Obligations Are Communicated

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

Employer Data Handling Statement

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

- Keep all shared data confidential and secure.
- Use the data only for ensuring pupil safety during the work experience.
- Not replicate, share, or store data longer than the placement period.

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- Report any suspected data breach immediately to the school's Headteacher and Aurora Brampton Valley GDPR Lead.

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

12. Preparation and Debriefing

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

12.1 Preparation

Before beginning a work experience placement, students take part in a structured preparation programme to ensure they are ready and able to make the most of the opportunity. They learn about the differences between work experience, apprenticeships and traineeships, helping them to understand the range of pathways available to them. Students then research local companies and organisations that match their interests and career aspirations before selecting a suitable placement. As part of the application process, they write a professional letter to the employer requesting a work experience opportunity. Students also plan their commute, considering travel routes, timings and any support they may need to travel independently. They explore the personal, educational and career benefits of work experience, reflecting on how the placement can help develop their skills, confidence and future employment prospects. Finally, students prepare and deliver a presentation about their planned work placement, sharing information about the organisation, their role and what they hope to achieve from the experience.

12.2 Debriefing and Reflection

After a work experience placement, pupils will have the opportunity to debrief with the careers lead. During this session pupils will be supported to share their experiences, skills learnt and knowledge gained from their placement. Students will complete a personalised working document that will allow pupils to formulate their ideas.

Placements debrief and reflection will have key discussion points around preparation for adulthood, and this will be provided to the SENCo to ensure this is recorded with appropriate information and outcomes for this section.

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

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13. Quality Assurance and Monitoring

13.1 Placement Quality Standards

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

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

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

13.2 Monitoring During Placement

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

Monitoring arrangements may include:

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

Any concerns relating to health and safety, safeguarding, attendance, behaviour or wellbeing will be addressed promptly through the school's established procedures. Where necessary,

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adjustments will be made to the placement or additional support provided to ensure successful participation.

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

13.3 Post-Placement Evaluation

After each placement, the Careers Leader collates:

- the student's reflection;
- the employer's evaluation;
- monitoring visit notes and any issues raised;
- a review on whether to retain or change the placement provider.

13.4 Annual Programme Review

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

The annual review will consider:

- Number and range of placements secured.
- Pupil participation rates.
- Employer engagement and retention.
- Health and safety compliance.
- Safeguarding and risk management arrangements.
- Placement monitoring records.
- Incident and concern reports.
- Pupil, parent/carer and employer feedback.
- Destination data and progression outcomes.
- Effectiveness of reasonable adjustments and inclusion arrangements.
- Links to Gatsby Benchmarks, EHCP outcomes and Preparing for Adulthood objectives.

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

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Quality Assurance Processes

- Careers progress reviewed termly by the Careers Lead, with outcomes reported to Governors.
- Monitoring: Work experience placements are monitored throughout the placement, with additional visits where required.
- Annual Review: Careers, Work Experience and Destination Tracking procedures are reviewed annually.
- Governor Reporting: Work experience participation, destination outcomes, Gatsby Benchmark progress are reported to Governors through governance meetings.

14. Destination Tracking and Transition Follow-Up

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

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

14.2 Statutory and Good Practice Context

14.3 Roles and Responsibilities for Destination Tracking

Role	Responsibilities
Governing Body	Receives the annual destinations report through governance processes; monitors trends and vulnerable groups; holds leadership to account for improvement; and escalates or reviews Group-wide trends where appropriate.

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Role	Responsibilities
Headteacher	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.
SENCO	Maintains secure records and supports appropriate data sharing with the local authority through the EHCP review process.
Teachers	Support collection of intended destinations and encourage alumni engagement where appropriate.

14.4 What Data Will Be Collected?

At Aurora Brampton Valley 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 Brampton Valley, 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

Recording Destinations

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

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

Follow-Up Schedule

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

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

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

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

15. Policy Review and Implementation

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

15.1 What is a Supported Internship?

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

15.2 Employer Engagement for Supported Internships

Supported Internship Programme
Aurora Brampton Valley School does not currently engage with any supported internships.

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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

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

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Appendix A

Work Experience Plan

Please attach Work Experience Application (if appropriate) to this form

EHCP Outcomes:

1.
2.
3.
4.
5.

Student Led Outcomes/Targets:

1.
2.
3.

Baseline Assessment (please see external work experience readiness development plan)

Date and Session		Tasks Observed	

Baseline Assessment (Score 0-5)		Comments
Personal presentation:		
Attitude and commitment:		
Following instructions:		
Health and safety:		
Communication:		
Initiative:		
Teamwork:		
Asking for help:		
Responding to feedback:		

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Behaviour Concerns Y/N		
Punctuality:		

Behaviour (Notes)

For reasonable adjustments, see Risk Assessment.

Placement 1:

Name of Provider:		Contact:	
Student Job Role:		Start Date:	
Days/Shift times/Travel:			
Tasks:			
Initial check in with student:		Initial check in with provider:	

WEX Coordinator visit:		Provider Feedback Received:		Student Feedback Received:	

Placement 1 Feedback (Score 0-5)		Comments
Personal presentation:		
Attitude and commitment:		
Following instructions:		
Health and safety:		
Communication:		
Initiative:		
Teamwork:		
Asking for help:		
Responding to feedback:		

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Behaviour Concerns Y/N		
Punctuality:		

Placement 2:

Student Led Outcomes/Targets if different from placement 1:

1.
2.
3.

Name of Provider:		Contact:	
Student Job Role:		Dates:	
Days/Shift times/Travel:			
Tasks:			
Initial check in with student:		Initial check in with provider:	

WEX Coordinator visit:		Provider Feedback Received:		Student Feedback Received:	

Placement 2 Feedback (Score 0-5)		Comments
Personal presentation:		
Attitude and commitment:		
Following instructions:		
Health and safety:		
Communication:		
Initiative:		
Teamwork:		
Asking for help:		

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Responding to feedback:		
Behaviour Concerns Y/N		
Punctuality:		

Placement 3:

Student Led Outcomes/Targets if different from placement 2:

1.
2.
3.

Name of Provider:		Contact:	
Student Job Role:		Dates:	
Days/Shift times/Travel:			
Tasks:			
Initial check in with student:		Initial check in with provider:	

WEX Coordinator visit:		Provider Feedback Received:		Student Feedback Received:	

Placement 3 Feedback (Score 0-5)		Comments
Personal presentation:		
Attitude and commitment:		
Following instructions:		
Health and safety:		
Communication:		
Initiative:		
Teamwork:		

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Asking for help:		
Responding to feedback:		
Behaviour Concerns Y/N		
Punctuality:		

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Appendix B

Work Experience Agreement Form

Student Details:

Students name:	
School/college:	
Tutor:	
Placement Period:	
Work Placement Organiser:	

Employer Details:

Employer's name:		Number of employees:	
Nature of business:			
Workplace address:		Main contact: (Name & Tel No)	
		Health and safety contact:	
Supervisor(s) name(s):			
Safeguarding Lead(s):			
Type of work carried out at workplace location:			

Employer:

I can confirm we have in place Employers Liability Insurance and Public Liability Insurance and have provided the Aurora with evidence of this. I agree to the above named student working on my premises and abide by all legislation relating to Safeguarding, Equal Opportunities and Health and Safety including the 1974 Health and Safety at Work Act, the Management of Health and Safety at Work Regulations 1992 and the Health and Safety (Young Persons) Regulations 1997. We will arrange for our Employers Liability insurance to cover against accident or injury caused to the student by negligence of the employer or another employer and will accept or insure myself against liability for loss, damage or injury caused by the student in the same way as for paid employees.

I can confirm that we have undertaken a suitable and sufficient risk assessment in relation to the above named students health and safety and have a competent person designated for the welfare and supervision of him/her. At the start of the placement students will be given health and safety induction into the workplace, including hazards and control measures, fire, emergencies, first aid and accident reporting.

Aurora will be informed without delay of any case of sickness or accident to the student.

I consent to photographs and videos being taken on our premises to support evidence of activities undertaken and progress made. I do/do not consent to these being used by the school/college for marketing purposes.

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Signed **Name** **Date**

Student:

As the student named above, I agree to take part in this work experience placement and agree that relevant information about me and my needs may be shared with the Employer. I also agree to hold in confidence any information about the employer's business that I may obtain during this work period and not to disclose such information to another person without the employer's permission. I also agree to observe all safety, security and other regulations laid down by the employer and made known to me either by the employers or by displayed instructions. I consent to photographs and videos being taken to support evidence of activities I have undertaken and the progress I have progress made. I do/do not consent to these being used by the school/college for marketing purposes

Signed: **Name** **Date**

Parent/Guardian:

As parent / guardian of the above names student I confirm that I have read and understood this form and agree to his/her participating in work experience with the above Employer. I also confirm I am happy for relevant information about the above student to be shared with the Employer. I consent to photographs and videos being taken of my child to support evidence of activities undertaken and the progress made. I do/do not consent to these being used by the school/college for marketing purposes.

Signed: **Name** **Date**

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Appendix C

Work Experience Health & Safety and Safeguarding Assessment

Provider Name	Provider Address	Provider Contact	Job Title
Activity/Task	**Check completed by**	**Date**	**Review Date**

	Basic Health & Safety Requirements	Y/N	Comments
1.	Employer Liability Insurance		
2.	Does the employer keep up to date with the requirements of health & safety legislation?		
3.	Does the employer display appropriate health and safety notices?		
	Health & Safety Policy		
4.	Is there a current health & safety policy in place?		
5.	Does the policy include arrangements for the health and safety of young people?		
	Risk Assessment and Control		
6.	Have risk assessments been carried out to identify significant risks and put adequate risk control measures in place?		
7.	Are there any prohibited activities/equipment/areas?		
	Accidents, Incidents and First Aid		
8.	Have adequate arrangements for First Aid equipment and/or facilities been made?		
9.	Is there a First Aider on site?		
10.	Are accidents and First Aid recorded?		
11.	Are or will all RIDDOR events be reported to the enforcing authority and to Brampton Valley and will the employer investigate and take suitable remedial action?		
	Supervision, Information, Instruction & Training		
12.	Who will be supervising the student/s?		
13.	Is initial induction and ongoing health and safety information, instruction and training given to all employees?		
	Work equipment and machinery		
14.	Is machinery and work equipment provided to the appropriate standards, including		

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	appropriate guards and other control measures?		
15.	Is machinery and work equipment adequately maintained?		
15.	Are safe electrical systems and electrical equipment provided and maintained?		
	PPE & Clothing		
16.	Is PPE provided to employees?		
17.	What arrangements are in place to ensure that PPE is used properly and effectively?		
	Fire and Emergencies		
18.	Has a suitable fire risk assessment been carried out?		
19.	Are adequate arrangements in place for dealing with fires and other emergencies? (Alarms, fire fighting, fire exits, drills, logs)		
	Working Conditions		
20.	Are premises and working environment safe and healthy?		
21.	Are adequate welfare facilities and arrangements provided? (Breaks, drinking water, toilet and handwashing facilities)		
	Safeguarding		
22.	Is a DBS required?		
23.	Name of employer safeguarding lead		
24.	Understands safeguarding obligations and reporting requirements		

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Appendix D

Work Experience Risk Assessment

WEX Provider	Activity	Completed By	Students Attending
Date of assessment	**Review Date**	**Checked By**	**Staff Attending**

Risk Rating Scoring – 5 x 5 Matrix

Levels of Risk		Consequence				
Likelihood		No impact (1)	Minor (2)	Medium (3)	Major (4)	Catastrophic (5)
	Very Unlikely (1)	1	2	3	4	5
	Unlikely (2)	2	4	6	8	10
	Fairly Likely (3)	3	6	9	12	15
	Likely (4)	4	8	12	16	20
	Very Likely (5)	5	10	15	20	25

Residual Risk	Level of Approval/ Notification Required
1 – 4	No approval required to proceed.
5 – 9	Where possible make improvements at next review
10 – 16	Line manager must review and reduce residual risk where possible. Line manager must approve final risk assessment before activity proceeds.
17 - 25	Stop the activity, the head of service/ Group H&S Manager must approve prior to activity commencing.

Risk Rating = Likelihood score X Consequence score - If the score is low due to existing control measures already in place, then these must be maintained to sustain high standards

Risk Assessor:		Signature:		Date:	
Line Manager:		Signature:		Date:	

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Group H&S Manager (If applicable)		Signature:		Date:	

Hazard Description	Who may be harmed and how	Current control methods	Likelihood	Consequence	Risk rating	Additional Control Methods required	Likelihood	Consequence	Risk rating
New Work Environment.	Student – confusion, stress, disorientation.	Full induction process to cover health and safety, fire evacuation and workplace procedures. Familiarisation before first day with introduction to key staff. Ongoing training and support.	2	3	6				

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Interacting with unfamiliar people: sharing personal information, inappropriate conduct.	Student Stranger danger.	Safeguarding training / information given to provider including safe conduct, 1:1 working and sharing personal information. Staff to remind students about stranger danger / safety in the community, sharing of personal details.	2	3	6				
Unfamiliar Equipment /Machinery (Coffee machine, dishwasher, hob)	Student Injury to student Damage to equipment	Training for use of equipment correctly and safely. Sufficient staff support. Resources to be provided by Aurora	2	3	6				

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		where needed.							
Use of Coffee Machine/Urn/Carrying hot drinks	Student/Staff/Customers Burns, scalds	Ongoing training / supervision. Use of verbal warnings.	2	3	6				
Working Environment: Trips, Slips and falls	Student Accident / injury	Students to be made aware of potential hazards. Appropriate signage, safe working practices.	2	3	6				
Using cleaning chemicals: incorrect usage.	Student Illness, injury in the workplace. Damage to workplace.	Ongoing training/supervision in the use of correct chemicals. PPE provided.	1	3	3				

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Student leaving site/missing from placement. Injured / ill student	Student – physical harm, distress.	Provider to contact HM On Call / Safeguarding On Call in the event of student not arriving/ student absconding, or in case of medical emergency. Adequate supervision. Guidance / information given to provider around likelihood of any behaviours and triggers.							
Travel to work – Bus Accident or incident involving vehicle or student Student missing bus or	Student – missing/ injured/ ill / anxiety /panic / disorientation	Training given for safe travel Staff to support bus travel Student knows what to do should	2	4	8				

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missing stops Interactions with members of the public		they feel worried Mobile phone to be carried at all times							
Travel to work – Walk Accident or incident involving vehicle or student Interactions with members of the public	Student – missing/ injured/ ill / anxiety /panic / disorientation	Training given for safe travel Staff to support initially and talk through the route to take from bus stop at Dunster Steep to café. Student knows what to do should they feel worried. Mobile phone to be carried at all times.	2	3	6				
Travel to work – Aurora Vehicle	Student – Accident / Incident / Near miss	All Aurora vehicles are subject to weekly safety checks All Aurora vehicles	1	4	4				

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		are subject to regular maintenance checks and well maintained All staff driving any Aurora vehicle has undergone a vehicle driving assessment Staff to always carry community bag with current emergency contact numbers stored within the mobile phone.							
** Individual student risks / behaviours **	Student / Provider Breakdown of relationship between student and provider	**include triggers & strategies from Positive Behaviour Plan, ZOR**				** PEEP **			

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	Breakdown of placement								

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Appendix E

Work Experience Provider Feedback

Student Name
Employer/Placement:
Duties:
Which tasks, if any, is the student able to complete independently?

Provider Feedback					
	1	**2**	**3**	**4**	**5**
Punctuality & Attendance					
Personal Presentation					
Communication Skills					
Attitude and commitment to work					
Ability to follow instructions					
Using own initiative					
Teamwork					
Asking for help					
Listening to, accepting, and acting on feedback					
Health & Safety in the workplace					

Explanation of Scores		
5	Excelling	• The student is fully independent and confident with the skill and can support peers.
4	Good understanding and effort	• Learning at a steady rate and improving. • Motivated and willing to try • Actively participating in tasks at all times with a positive and keen attitude
3	Mostly good effort and understanding	• Generally motivated and willing to try • Mostly concentrating and participating well to improve the skill.

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2	Acquiring new knowledge and skills	• Inconsistent engagement • Completing the skill and generally retaining information • Occasionally lacking in motivation
1	Difficulty completing the task	• Not participating in all activities or not working to the best of their ability. • Struggling to complete the skill and understand the requirements. • Requires additional guidance and more support than expected.

Provider Comments

WEX Coordinator Comments

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Appendix F

Work Experience Student Feedback

Student Name
Employer/Placement:
Duties:

Student Feedback					
	1	**2**	**3**	**4**	**5**
Punctuality & Attendance					
Personal Presentation					
Communication Skills					
Attitude and commitment to work					
Ability to follow instructions					
Using own initiative					
Teamwork					
Asking for help					
Listening to, accepting, and acting on feedback					
Health & Safety in the workplace					

Explanation of Scores		
5	Excelling	• I didn't need any help. • I was confident with the skill and could support others.
4	Good understanding and effort	• I learned at a steady rate and improved. • I was motivated and willing to try • I got involved in tasks at all times with a positive and keen attitude
3	Mostly good effort and understanding	• I was generally motivated and willing to try • I concentrated and participated well to improve the skill for most of the time.

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2	Acquiring new knowledge and skills	• I didn't always find it easy to concentrate or improve my skill level • I completed the skill and didn't need instructions or information to be repeated all the time • I didn't always enjoy it and need help to get involved
1	Difficulty completing the task	• I didn't take part in all activities or I didn't work to the best of my ability. • I Struggled to complete the skill and understand the requirements. • I needed more support than I expected.

Student Comments
What do you enjoy about work experience? What skills have you learned or improved at work experience? Is there anything that would improve work experience for you? Anything else you would like to say?

WEX Coordinator Comments

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Appendix G

Work Experience Quality Assurance Activity

Placement name:	
Date of visit:	
Students currently in placement:	
Form completed by:	

		Comments
Safeguarding Does the employer: Understand what safeguarding is and have they read the safeguarding information leaflet? Know who to contact if they have any safeguarding concerns? Have a safeguarding leaflet easily accessible?	 Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No ☐	
Health and Safety Does the employer: Have in-date Employer liability insurance? Have a policy in place and it is in date? Follow industry guidance? Is H&S clearly communicated through visual resources?	 Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No ☐	

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Is there additional provision to ensure students understand H&S requirements? Has the student received an adequate induction to the workplace on their first day? Is there an up-to-date risk assessment for the workplace and does the employer have a copy?	Yes ☐ No ☐ Yes ☐ No ☐	
Expectations Is/has the employer: Seen the student WEX plan? Seen the WEX handbook? Aware of who contact if they have any concerns or feedback?	 Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No ☐	
Communication Are both parties satisfied with the amount of communication? Have WEX coordinators provided accurate and updated details of key school/college staff? Has WEX coordinator provided appropriate information about students' needs that respects issues of confidentiality? Has WEX coordinator provided clear details of the work placement arrangements (e.g. days, times, travel, etc.) and keeping you informed about changes? Has WEX coordinator provided you with effective support to ensure a successful work placement?	 Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No ☐	

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Has WEX coordinator been efficient when problem solving/dealing with issues as they arise?	Yes ☐ No ☐	
How well you feel the school/college has worked with your organisation in setting up and maintaining work placements?		
Would your organisation be willing to support another student from the school/college in the next academic year?	Yes ☐ No ☐	
Would you recommend Aurora to other employers? Why? Why not? Would you be happy for us to use this in communications. E.g. website?	Yes ☐ No ☐ Yes ☐ No ☐	
Do students receive the support, feedback and employability skills they need to help them progress?	Yes ☐ No ☐	
Aurora works well with you to review individual progress and to plan their future training needs.	Yes ☐ No ☐	
In your opinion, does Aurora deliver training that is up to date, relevant and meets industry standards.	Yes ☐ No ☐	
What does Aurora do well?		
What could Aurora do to improve?		

Does this remain a suitable placement for students?	Yes ☐

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	No ☐ If no, please provide supporting information.

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