CAREERS, WORK EXPERIENCE AND DESTINATION TRACKING LOCAL PROCEDURES

Aurora Mansfield School

1. Policy Statement

Aurora Mansfield 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:

- Enables learners to understand their own skills, values, interests, strengths and aspirations
- Helps 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 a broader careers programme
- 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
- Ensures 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

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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) 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

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Document	Relevance	Status
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

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.

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Term	Definition
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 Mansfield Schools. 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 Mansfield 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 Mansfield 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& 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.

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6.2 Local Careers Policy and Procedures

This local careers procedure for Aurora Mansfield 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 Service or named Careers Leader, as specified locally.

Gatsby Benchmark 6 Planning

Work placement experiences and opportunities are embedded across the curriculum to ensure that pupils develop an understanding of employment opportunities, employability skills and future pathway as they progress through the school.

Careers education is delivered through a combination of discrete career lesson, PSHE, preparation for adulthood outcomes, enrichment activities, employer encounters and workplace experiences.

Provision Map

Stage	Expected Provision
Key Stage 1/2	Employer encounters and be able to explain what an employer told them about a job, identify different areas of interest, social play and imagined workplaces.
Key Stage 3	Employer encounters, workplace visits, virtual workplace activities, enterprise projects.
Key Stage 4	Work shadowing and/or structured work placements, community-based learning.
Post 16 & Post 19	Extended work placements and coaching, community-based learning, employer led projects.

Gatsby Benchmark 6 Gap Analysis: Experiences of Workplaces

Current Strengths

- Pupils access a range of workplace experiences through work experience placements, employer visits, workplace visits and supported employment-related activities.
- Workplace activities are embedded within the PfA curriculum, allowing pupils to develop career management, communication, teamwork and independence skills.
- Employers provide opportunities for pupils to interact directly with employees and engage in authentic workplace tasks.

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- Additional support is available for pupils with SEND, including tailored risk assessments, travel training, and reasonable adjustments where required.
- Preparation sessions help pupils understand workplace expectations, health and safety requirements and appropriate workplace conduct.
- Following placements, pupils participate in structured reflection and evaluation activities to identify skills gained and areas for future development.
- Employer feedback is collected and contributes to pupil targets, Gatsby evidence and destination planning.
- Participation is monitored across all groups, including disadvantaged pupils and pupils with SEND, to promote equitable access to opportunities.

Areas for Further Development

- Expand the range of employer sectors represented to reflect local labour market opportunities.
- Increase opportunities for work shadowing and workplace visits at earlier key stages.
- Increase the number of Disability Confident employers offering supported placements.
- Enhance pupil voice mechanisms to ensure SEND learners continue to shape future work experience provision.
- Develop additional supported internship and supported employment links where appropriate.

7. Roles and Responsibilities

● **Careers Leader:** Assistant Head - Inclusion
● **DSL for Work Experience safeguarding matters:** Designated Safeguarding Lead
● **SENCO / EHCP lead:** SENCO and Assistant SENCO
● **Local Careers Hub contact**: Futures, 57 Maid Marian Way, Nottingham, NG1 6GE tel: 08000858520
● **Employability Coordinator:** To be confirmed.

8. Programme Design and Progression

At Aurora Mansfield our careers education and workplace preparation is a progressive journey that begins as soon as a pupil starts. The Preparing for Adulthood (PfA) curriculum provides pupils with opportunities to develop the knowledge, skills and behaviours needed for future education, employment and independent living. These opportunities are delivered through four key areas:

- **Career and Self-Development** – building confidence, self-awareness, resilience, independence and an understanding of personal strengths, interests and aspirations.
- **Managing Career and Transitions** – developing the skills needed to make informed decisions, set goals, prepare for change and successfully move between education, training and employment.
- **Moving Closer to Work** – developing employability skills, workplace behaviours, independence and practical experiences that prepare pupils for future employment.

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- **Career Exploration** – increasing awareness of different jobs, sectors and pathways through encounters with employers, workplaces, further education providers and training opportunities.

Pupil's progress against these outcomes is monitored through Evidence for Learning (EfL)

8.2 Individual Planning

Every work experience placement or structured activity must be informed by:

- The young person's EHCP aspirations section and relevant Employment / PfA outcomes
- The young person's expressed interests, preferences and ambitions
- Discussion with the young person's family
- Relevant professional advice (e.g. from occupational therapist, speech and language therapist, or clinical psychologist)
- A realistic assessment of accessibility, including transport, communication, sensory environment and support needs

The Individual Work Experience Plan (see Appendix A) is completed for every pupil prior to their placement. This plan is a live document, reviewed before, during and after the experience.

Workplace experiences are embedded throughout the curriculum to ensure that pupils develop an understanding of employment opportunities, employability skills and future pathways as they progress through the school. Careers education is delivered through a combination of discrete careers lessons, PSHE, preparation for adulthood programmes, enrichment activities, employer encounters and workplace experiences.

Employer Visits

The school provides a planned programme of employer engagement activities to broaden horizons and challenge stereotypes regarding employment opportunities.

Activities may include:

- Half-termly employer presentations and career talks.
- Virtual workplace visits and industry webinars.
- Employer question-and-answer sessions.
- Enterprise and employability projects.
- Curriculum-linked employer encounters.
- Visits to local businesses and community organisations.
- Participation in National Careers Week and other careers events.

These experiences enable pupils to gain an early understanding of workplace expectations, workplace behaviours and the range of opportunities available within different sectors.

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Key Stage 4 Careers Timetabling Model

Workplace experiences at Key Stage 4 are delivered through a flexible model that reflects pupil needs and employer availability. The school may utilise:

- Designated work experience weeks.
- Rolling placement programmes across the academic year.
- Weekly or fortnightly workplace visits.
- Half-day or full-day placements.
- Employer-led projects within school.
- Virtual workplace experiences where appropriate.

Placement opportunities are designed to provide repeated and progressive encounters with employers and workplaces, allowing pupils to build confidence and develop employability skills over time rather than relying solely on a single block placement.

Employer Partnerships

Aurora Mansfield has an established Employer Partnership Programme and has developed many partnerships with employers across the East Midlands who offer a wide range of careers support. Some examples are: Mansfield District Council, Mansfield Education Hub, North Notts College, Nottingham College, National Apprenticeships Service, West Notts College, Nottingham Trent University, Vaughandale Construction, Mansfield and Ashfield 2020, The East Midlands Chamber of Commerce, Linney's, Portland College, Trent Barton Buses (East Midlands) Mansfield Employment and Skills, DWP, Nottinghamshire County Council as well as other local employers, schools and academies across the East Midlands.

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

Before any placement commences, the DSL must be satisfied that:

- The placement provider has carried out a workplace-specific risk assessment covering risks to young people
- A named supervisor with responsibility for the pupil has been identified
- Where the pupil will be unsupervised by a school representative for extended periods, the placement provider has confirmed in writing that relevant supervising staff have been subject to appropriate DBS checks (enhanced, with children's barred list check where they are in regulated activity with the pupil)
- The placement provider has a named person to contact in the event of a safeguarding concern

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- The pupil and their family have been briefed on how to report a concern during the placement

The school retains a Placement Provider Safeguarding Declaration form (see Appendix B), signed by the employer prior to the placement commencing.

9.2 Supervision and Monitoring

- Every pupil on placement must be contactable by the school at all times during the placement
- A minimum of one contact (telephone, video or in-person visit) per placement day must be made by a school/college representative, to check attendance, welfare and progress
- Where a pupil's needs or vulnerability require it, visits must be in-person and may need to be daily
- All contact and visits must be recorded and retained on the pupil's placement file
- Any failure by a pupil to attend without explanation must trigger immediate contact with the family and, where appropriate, the DSL

9.3 Vulnerability Considerations for SEND Pupils

Given the nature of our cohort, the following additional safeguarding considerations apply in all SEND settings:

- Pupils may be less able to recognise, articulate or report a safeguarding concern. Preparation must include age- and communication-appropriate teaching on how to raise a concern, who to tell, and that they will be believed
- The DSL must review any pupil-specific vulnerability factors (including but not limited to: history of abuse, exploitation risk, communication barriers, medication needs, known behaviours which may be misinterpreted) before a placement is approved
- Placements where a pupil will be alone with an adult in a domestic or isolated setting require explicit DSL approval and enhanced safeguarding arrangements
- Pupils with complex communication needs must have an agreed communication system for reporting concerns, known to both the school and the placement provider

9.4 Reporting Safeguarding Concerns During Placement

Any safeguarding concern arising during a placement must be handled as follows:

- The pupil raises a concern with the workplace supervisor or contacts the school directly
- The workplace supervisor contacts the school's DSL immediately
- The DSL makes a risk assessment and determines next steps, which may include immediate retrieval of the pupil from the placement
- All concerns and actions are documented in line with KCSIE and the school's Safeguarding Policy
- The placement is suspended pending investigation

Safeguarding Contact Details

Careers Leader/ Assistant Headteacher for Inclusion: Clare Walker email: clare.walker@theauroragroup.co.uk

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DDSL: Shane Moore email: shane.moore@theauroragroup.co.uk

DSL for Work Experience safeguarding matters: Tracey Keeling

SENCO / EHCP Lead: Karen Wain / Assistant SENCO: Claire Colley
Employability Coordinator: To be confirmed.

Local Authority MASH/ Children's Social Care out of hours: 03005008080 or 03005008090 or e mail mash.safeguarding@nottscc.gov.uk

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

The Careers Leader must, before approving any placement:

- Obtain a completed Health and Safety Declaration from the placement provider (see Appendix C)
- Review the provider's risk assessment or confirm it exists and covers risks posed by young people with limited work experience
- Consider any sector-specific risks (e.g. food production, construction, childcare, equine settings, water environments)
- Not require excessive paperwork or second-guess employers' risk management — HSE guidance is clear that schools should ask sensible proportionate questions, not duplicate employers' existing processes
- Conduct or commission a premises visit for higher-risk settings or complex pupil profiles

10.2 Age-Related Restrictions

There are legal restrictions on the tasks that young workers (under 18) may undertake. These include restrictions on operating certain machinery, working at height without additional supervision, handling certain substances, and working in environments with significant physical risk. The Business Service Manager must check that any proposed placement activities comply with the Management of Health and Safety at Work Regulations 1999 (Young Persons) and any sector-specific regulations.

10.3 Individual Pupil Risk Assessment

For every placement, the school must complete an Individual Pupil Placement Risk Assessment (see Appendix D) which considers:

- The pupil's specific SEND and any associated health, behaviour or communication needs
- Medications and emergency health plans (epilepsy, anaphylaxis, diabetes, etc.)
- Manual handling requirements if applicable
- Known triggers and de-escalation strategies
- Emergency evacuation considerations
- Any additional support that must be in place (e.g. teaching assistant present for part or all of the placement)
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10.4 Accidents and Incidents

Health and Safety Procedures

If a pupil is involved in an accident, near-miss or incident during a placement:

- The placement provider must notify the school immediately
- The school must complete its own incident recording in accordance with its Health and Safety Policy
- Where RIDDOR applies (specified injuries, over-7-day incapacitation, dangerous occurrences), the placement provider is the responsible reporting body, but the school must be notified and must retain records
- Parents/carers must be informed without delay

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

We are committed to ensuring that every pupil has access to work experience that is ambitious, individually appropriate and free from assumption or stereotype about what they can achieve. The starting point for any placement must be the young person's aspirations, not a deficit assessment of their needs.

11.2 Reasonable Adjustments in Practice

Reasonable adjustments may include, but are not limited to:

- Modified hours or a phased introduction to the placement
- A teaching assistant accompanying the pupil for part or all of the placement
- Adaptations to the physical environment (e.g. accessible workstations, quiet spaces)
- Communication aids, visual schedules or social stories provided to the employer
- Staff training delivered by the school to the placement provider prior to the placement
- Regular employer briefings on specific needs and effective support strategies
- Extended preparation periods and more frequent debriefs

The Careers Leader liaises closely with the SENCO to identify required adjustments for each pupil. Adjustments are documented, shared with the employer (with appropriate consent), and reviewed during the placement.

11.3 Employer Engagement and Disability Confidence

Where an employer is hesitant due to unfamiliarity with SEND, the Careers Leader / Employability Coordinator offers a pre-placement briefing, provide written guidance and, arranges a pre-visit for the pupil. The aim is to develop long-term, sustainable partnerships rather than one-off placements.

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12. Information Sharing and Data Protection

Information Sharing Protocol

The school recognises the importance of sharing relevant information with employers to ensure that workplace experiences are safe, inclusive and successful, whilst maintaining compliance with data protection legislation and protecting the privacy of pupils.

Where appropriate, the DPO works in partnership with the Careers Leader, SENCo and Designated Safeguarding Lead to ensure that information sharing arrangements are lawful, proportionate and necessary.

Any sharing of pupil information with placement providers must comply with the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018, and the school's Data Protection Policy.

- Information shared with placement providers must be limited to that which is necessary for the safe and effective delivery of the placement (data minimisation principle)
- Explicit consent must be obtained from parents/carers (and, where appropriate, the pupil) before any information relating to the pupil's SEND, medical needs or personal circumstances is shared
- A consent and information sharing form must be completed as part of the placement approval process (see Appendix E)
- Placement providers must be informed of their obligations regarding the personal data they receive, and this must be documented
- Photographs, video or social media content involving pupils during placements must be subject to the same consent requirements as in-school use

Process for Completing and Storing the Consent and Information Sharing Form

Prior to any work placement or employer engagement activity, informed consent must be obtained from the student and, where appropriate, their parent/carer. The Employability Coordinator will meet with the student and contact the parent/ guardian to explain what information may need to be shared with the employer, why this information is required, and how it will support a safe and successful placement.

Data Protection Lead

The school's designated **Data Protection Officer (DPO)** is responsible for overseeing compliance with data protection requirements relating to work experience, employer engagement and external placements.

Data Protection Officer (DPO):

- **Name:**
- **Email:**
- **Telephone:**

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Data Protection Lead

The school's designated **Data Protection Officer (DPO)** is responsible for overseeing compliance with data protection requirements relating to work experience, employer engagement and external placements.

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

All pupils must receive a preparation programme before their placement. For SEND pupils, this must be individualised and may include:

- A pre-placement visit to the workplace (strongly recommended for all SEND pupils; essential for those with anxiety, sensory sensitivities or significant communication needs)
- Introduction to key workplace personnel before the placement begins
- Visual supports — maps of the workplace, photograph sequences, visual timetables
- Social stories or comic strip conversations about what to expect
- Explicit teaching on workplace conduct, dress code, timekeeping, interacting with colleagues and customers
- Discussion and rehearsal of how to ask for help and how to raise a concern
- Agreement on communication methods between the pupil and school during the placement
- Review and sharing of the Individual Work Experience Plan with the employer

12.2 Debriefing and Reflection

Following completion, the Work Placement Assessment Form is uploaded to EfL, where it forms part of the pupil's individual learning journey and Preparation for Adulthood evidence base. Placement records, employer feedback, photographs (where consent has been

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provided), learner reflections and other relevant evidence are stored within the platform to demonstrate progress over time.

Evidence for learning generates a Learning Journal which is shared with parents/cares during their annual review.

The work experience tracker highlights what sessions are offered, by whom, contact details and length of placement.

13. Quality Assurance and Monitoring

13.1 Placement Quality Standards

The Employability and Coordinator and Careers Leader work together to assess the quality of every work experience placement against the following minimum standards, prior to approval and on an annual review basis:

- The placement offers meaningful activity aligned to the Preparation for Adulthood Framework
- A named supervisor is available throughout the placement
- The employer has a track record of positive engagement with learners with SEND or has received appropriate pre-placement briefing
- Safeguarding arrangements meet the requirements of this policy
- Health and safety documentation is in place and proportionate
- The placement is accessible to the pupil (physically, communicatively and in terms of the work environment)

13.2 Monitoring During Placement

During every placement, the Careers Leader or a nominated school representative:

- Maintains daily contact with the pupil (telephone, visit, or via an agreed alternative for non-verbal pupils)
- Conducts at least one in-person monitoring visit per placement week for pupils with complex needs
- Seek feedback from the employer supervisor at the midpoint of any placement of three or more days
- Documents all contact and visits

13.3 Post-Placement Evaluation

Following each placement, the Employability Coordinator must collate:

- Pupil reflection and feedback
- Employer evaluation (see Appendix F)
- Monitoring visit notes
- Any incidents or concerns that arose

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This information is used to review whether the placement should be retained, modified or discontinued for future use, and to inform the school's Gatsby Benchmark 6 evidence.

13.4 Annual Programme Review

The Careers Leader conducts an annual review of the work experience programme, including:

- Analysis of the range of placements and sectors accessed
- Review of equity of access
- Gatsby Benchmark 6 compliance
- Identification of new employer partners

The annual review outcome must be reported to the Headteacher and Governing body.

14. Destination Tracking and Transition Follow-Up

Aurora Mansfield 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

Aurora Mansfield 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, and recorded on Engage in a timely manner.

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14.2 Statutory and Good Practice Context

Aurora Mansfield is committed to monitoring the destinations and longer-term outcomes of our learners as part of our Preparing for Adulthood and Careers Programme.

The school works closely with families, local authorities, post-16 and post-19 providers, employers, supported internship providers, social care teams and other relevant agencies to gather information about pupils' destinations and progression following transition from school. Where pupils have an Education, Health and Care Plan (EHCP), destination

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information is shared with the relevant local authority as part of the annual review and transition planning process.

Destination data is collected following a pupil's departure from the school. This may include progression into further education, specialist college placements, supported internships, apprenticeships, paid employment, volunteering opportunities, day services, community participation programmes, or other adult pathways appropriate to individual needs and aspirations.

The school's Careers Lead and Enhanced Support Team review destination information annually to evaluate the effectiveness of careers education, transition planning, employer engagement activities and work-related learning opportunities. Findings are used to identify trends, celebrate successful outcomes, strengthen curriculum planning and inform future developments within the careers programme.

Through regular analysis of destination outcomes, the school ensures that its careers provision remains responsive to the needs of learners with SEND and continues to support positive, sustainable transitions into adulthood, employment, education and community life. This approach supports Gatsby Benchmark 3 by enabling the school to understand and respond to the diverse aspirations, strengths and support needs of each learner while demonstrating the long-term impact of its careers and transition provision.

14.3 Roles and Responsibilities for Destination Tracking

Role	Responsibilities
Governing Body	Receives the annual destinations report through governance processes; monitors trends and vulnerable groups; holds leadership to account for improvement; and escalates or reviews Group-wide trends where appropriate.
Headteacher	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.
Assistant Head – Inclusion & 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.
SENCO / EHCP Lead	Maintains secure records and supports appropriate data sharing with the local authority through the EHCP review process.
Teachers / Tutors	Support collection of intended destinations and encourage alumni engagement where appropriate.

14.4 What Data Will Be Collected?

At Aurora Mansfield 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

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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

Destination data is processed lawfully, fairly and transparently. Data will be processed under public task where it relates to careers provision, statutory duties and local authority/EHCP processes.

14.6 Use of Destination Data

At Aurora Mansfield 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

The Employability Coordinator will carry out follow-up contact with learners, families or destination providers after transition to confirm that placements are successful and to offer support where needed.

Destination information is reviewed annually alongside retention, course progression, work experience participation and Gatsby Benchmark evaluation.

The destination data is tracking reviewed annually by the Careers Leader, Headteacher and Governing Body, or sooner where legislation, guidance, systems or practice requirements change.

Where a learner is at risk of becoming NEET, this is highlighted by School Leads at the termly Enhanced Support Meetings and the most appropriate intervention is put in place, monitored and reviewed.

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

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- 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 are completed by the appropriate member of staff.

Appendix	Document Title
Appendix A	Individual Work Experience Plan
Appendix B	Placement Provider Safeguarding Declaration
Appendix C	Placement Provider Health and Safety Declaration
Appendix D	Individual Pupil Placement Risk Assessment
Appendix E	Parent/Carer Consent and Information Sharing Form
Appendix F	Employer Post-Placement Evaluation Form

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Appendix	Document Title
Appendix G	Pupil Reflection Record (Accessible Formats)
Appendix H	Pre-Placement Monitoring Visit Checklist
Appendix I	Supported Internship Employer MOU Template
Appendix J	Policy Compliance Checklist for Local SOPs

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