CAREERS, WORK EXPERIENCE AND DESTINATION TRACKING LOCAL PROCEDURES

Aurora Beeches School

Please refer to the main Policy A166

0. Summary of changes since previous version of policy

- New Policy

This policy sets out the local procedures for careers education, information, advice and guidance (CEIAG), work experience, provider access and destination tracking at Aurora Beeches 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 Beeches School is committed to ensuring that every pupil and student receives a high-quality, personalised and progressive careers programme which prepares them for adulthood, raises aspirations and supports successful transition into further education, employment, training, volunteering, supported employment or independent living pathways. This policy governs careers education, information, advice and guidance, work-related learning, work experience, employer encounters, provider access arrangements and destination tracking across our schools and colleges. It is underpinned by a commitment to high ambition: we do not limit pupils' aspirations based on assumptions about their SEND, disability, prior attainment or background. The policy applies to all careers and workplace-related activity, including but not limited to: careers curriculum, independent careers guidance, employer encounters, workplace visits, work placements, work shadowing, virtual workplace activities, supported internships, traineeships, enterprise activities, provider access events, transition planning and destination follow-up.

2. Aims and Objectives

This policy aims to ensure that careers education, work experience and destination tracking:

- Enable learners to understand their own skills, values, interests, strengths and aspirations
- Help pupils navigate the diverse career, education, training, supported employment and independent living opportunities available to them
- Is meaningful, structured and progressive across Key Stages 3, 4 and post-16
- Contributes to each young person's preparation for adulthood, employment and independent living

© The Aurora Group 2025

- Enables schools and colleges to evidence Gatsby Benchmark 6 (Experiences of Workplaces) and broader careers programme quality
- Is delivered safely, with robust safeguarding and risk management in place throughout
- Is planned and reviewed in genuine partnership with pupils, families, employers and relevant professionals
- Ensure destination data is recorded, reviewed and used to evaluate the impact of provision and identify where additional transition support is required
- Support learners to become confident, resilient, informed, self-aware, enterprising and proud of their achievements

3. Legal Framework and Statutory Duties

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

3.1 Primary Legislation

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

© The Aurora Group 2025

Aurora

3.2 Statutory Guidance

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

3.3 Non-Statutory and Supporting Guidance

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

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:

© The Aurora Group 2025

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

6. Careers Education, Information, Advice and Guidance

Careers Education, Information, Advice and Guidance (CEIAG) is central to preparation for adulthood across Aurora schools and colleges. A higher proportion of young people with Education, Health and Care Plans are at risk of becoming not in employment, education or training (NEET) as adults; therefore, careers provision must be personalised, aspirational and embedded across the curriculum from an early stage. Aurora Beeches School will support students to consider future options, understand their own potential, develop employability and work-related learning skills, and make informed choices about pathways into further education, training, employment, volunteering, supported employment or independent living. Careers provision will be person-centred and aligned with EHCP outcomes, PSHE, curriculum planning and local authority transition arrangements.

6.1 Careers Curriculum

The careers curriculum at Aurora Beeches School will broaden pupils' horizons, challenge stereotypes and link learning to the world of work. Teachers will identify pupils' interests,

© The Aurora Group 2025

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

- In Key Stage 3, careers education is 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, careers education includes individual guidance, labour market information, transition planning, vocational learning, work-related learning and opportunities to engage in meaningful workplace experience.

6.2 Local Careers Policy and Procedures

This local careers procedure for Aurora Beeches School describes how the Group policy is implemented in practice.

6.3 Provider Access

This local procedure sets out arrangements for managing provider access requests in line with Section 42B of the Education Act 1997. Providers wishing to access pupils for the purpose of giving information about education, training, technical education or apprenticeship opportunities should contact the Head of Setting or named Careers Leader, as specified locally.

Gatsby Benchmark 6 Planning

● Current provision map: number and type of workplace experiences offered at each Key Stage

Key Stage	Workplace Experiences Currently Offered
KS3 (Years 7-9)	Employer encounters, visiting speakers, careers workshops, enterprise activities, careers-focused curriculum learning, group careers guidance, college visits, exploration of workplace roles and structures through careers lessons.
KS4 (Years 10-11)	Supported work experience preparation, employer encounters, mock interviews, careers-focused trips, CV and application activities, external careers guidance, college visits, tailored work experience placements and post-16 transition support.

● Gap analysis against updated Gatsby Benchmark 6 measurable elements

Gatsby Benchmark 6 Requirement	Current Position	Action Required
Every pupil has first-hand experience of the workplace by the end of KS4.	Planned supported work experience placements and workplace-related activities form part of the careers programme.	Maintain and monitor the programme to ensure all pupils access a meaningful workplace experience before the end of KS4
Experiences are meaningful and tailored to individual needs.	Provision is personalised for pupils with SEND, with adapted activities, placements and support.	Continue to expand employer partnerships to increase placement choice.

© The Aurora Group 2025

Experiences build progressively through KS3 and KS4.	KS3 focuses on career exploration and understanding workplaces, progressing to employability skills and work experience in KS4.	Formalise progression pathway documentation to evidence Benchmark 6 progression.
Employer engagement prepares pupils for workplace experiences.	Employer workshops and encounters are embedded across the programme.	Continue annual review of employer engagement opportunities.

Named Careers Leader and their contact with the local Careers Hub

Careers Leadership and Careers Hub Engagement

Careers Leader: Hayley Betteridge

The Careers Leader will maintain regular engagement with Dorset Careers Hub, attend relevant network events and updates, and utilise Careers Hub resources to support continuous improvement and Gatsby Benchmark achievement.

Compass/Compass+ usage and termly self-reporting schedule

Monitoring Arrangements

Beeches School will use Compass+ to evaluate and improve careers provision against the Gatsby Benchmarks.

The school will complete Compass evaluations three times per year (termly) and use outcomes to inform continuous improvement of the careers programme.

7. Roles and Responsibilities

Named Roles

● Named Careers Leader: Hayley Betteridge Hayley.betteridge@theauroragroup.co.uk 01725 551247

● Named DSL for Work Experience safeguarding matters: Polly Darch

● Local Careers Hub contact: Penny Charrett, Dorset Careers Hub

8. Programme Design and Progression

See the specific programme design above.

8.1 Individual Planning

Local Curriculum Planning

Work experience is embedded within the careers programme from KS3 to KS4, progressing from employer encounters, workplace-related learning and careers activities in KS3 to personalised work experience opportunities and post-16 transition planning in KS4.

Employer engagement is delivered through visiting speakers, careers workshops, enterprise activities and workplace visits across KS3 and KS4

© The Aurora Group 2025

The KS4 careers programme follows a combination model, incorporating curriculum-based careers learning, careers guidance interviews, employer encounters, careers visits and work experience opportunities throughout the academic year

Work experience placements are matched through consideration of pupil voice, career aspirations, EHCP outcomes, preparation for adulthood targets and individual support needs, in consultation with families, staff and careers professionals

9. Safeguarding During Work Experience

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

Safeguarding Procedures

Designated Safeguarding Lead (DSL): Polly Darch Polly.Darch@theauroragroup.co.uk

Deputy Designated Safeguarding Lead(s): Lee.Dales@theauroragroup.co.uk lloyd.richards@theuroragroup.co.uk louise.marshall@theauroragroup.co.uk

School Emergency Contact Number: 01725 551247

Local Authority MASH Contact: 01305 228558

Out-of-Hours Children's Social Care Contact: 01305 221000

Placement Planning for Vulnerable Pupils

Risk assessments, EHCP outcomes, medical needs, communication needs and safeguarding considerations are reviewed before placement.

Pupils attend placements with support from a member of school staff, enabling ongoing monitoring and support throughout the placement.

Communication with Non-Verbal or Limited Verbal Pupils

Communication methods are agreed in advance and shared with placement providers where required. As pupils are supported by a member of staff whilst on placement, communication and support needs can be met using the pupil's usual communication and support methods.

Regular communication is maintained between the placement provider, school and family throughout the placement.

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

© The Aurora Group 2025

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.

Pre-Placement Health and Safety Checks

Prior to approving a work experience placement, the school undertakes appropriate health and safety checks to ensure that the placement environment is suitable for the learner and that any identified risks can be managed effectively.

Responsibilities

- The Work Experience Lead is responsible for coordinating pre-placement checks.
- Employers are required to provide relevant health and safety information before a placement begins.
- Curriculum staff and relevant support staff contribute information regarding learner support needs.
- Final approval is provided by the Work Experience Lead and, where required, a member of the Senior Leadership Team.

Documentation Used

The following documents may be used:

- Employer Placement Health and Safety Form
- Work Experience Agreement
- Individual Learner Risk Assessment
- Emergency Contact Information Form
- Unifrog Placement Health and Safety Form

Sign-Off Requirements

Before a placement commences, confirmation must be received that:

- Appropriate Employer's Liability Insurance is in place.
- A suitable health and safety policy exists where applicable.
- Risk assessments relevant to the work activities have been completed.
- Appropriate supervision arrangements are in place.
- Any learner-specific adjustments have been agreed.
- Required documentation has been completed

Premises Visit

A premises visit takes place prior to any placement to support:

- The employer is hosting a learner for the first time.
- The workplace presents potentially higher-risk activities.
- A pupil has significant support, medical or behaviour needs.
- The placement involves the use of machinery, equipment or hazardous substances (pupil’s are not allowed to be engaged in these activities)
- Concerns have been identified through initial employer checks.
- Additional safeguarding considerations have been identified.

Individual Learner Risk Assessments

© The Aurora Group 2025

An Individual Learner Risk Assessment is completed for all learners undertaking external work experience.

Assessment Process

The assessment considers:

- EHCP outcomes
- Medical needs
- Behaviour support needs
- Communication requirements
- Travel arrangements
- Personal safety awareness
- Manual handling requirements
- Sensory needs
- Workplace-specific risks

Medical Information and Emergency Health Plans

Where a learner has a medical condition, allergy, medication requirement or healthcare plan, appropriate information will be shared with placement providers before the placement begins and also added to the risk assessment.

Consent Process

- Pupil consent is obtained
- Parent/carer consent is obtained
- Information sharing is discussed during placement planning
- Only relevant information necessary for the learner's safety and wellbeing is disclosed

Information Shared

Where applicable:

- Medical conditions
- Allergies
- Medication requirements
- Emergency procedures
- Individual Healthcare Plans
- Relevant risk assessments

Information is shared securely and in accordance with school data protection and confidentiality procedures.

Incident Reporting Procedure

Any accident, incident, safeguarding concern or near miss occurring during a work placement must be reported immediately.

© The Aurora Group 2025

Stage	Action
Immediate	Pupil / School Staff member informs workplace supervisor or responsible staff member.
Immediate	Employer ensures pupil / school staff safety and administers first aid or emergency response if required.
Within 1 hour	Placement provider / School Staff member contacts the School emergency contact number.
Same day	Head of School / Work Experience Lead and relevant curriculum staff are informed.
Same day	Parent/carer informed where appropriate.
Immediate where safeguarding concerns exist	DSL or Deputy DSL notified without delay.
Within 24 hours	Incident documentation completed and recorded on school systems.
Following investigation	Risk assessments reviewed and additional control measures implemented where required.

Escalation

Serious incidents involving safeguarding concerns, injury, medical emergencies or significant welfare concerns will be escalated immediately to:

1. Designated Safeguarding Lead (or Deputy DSL)
2. Workplace manager/supervisor
3. School Work Experience Lead
4. Parents/carers where appropriate
5. Emergency services and external agencies where required

11. Equality, Inclusion and Reasonable Adjustments

The Equality Act 2010 requires placement providers, as well as schools, to make reasonable adjustments to ensure that disabled pupils are not substantially disadvantaged compared with non-disabled peers. The school must take an active role in supporting placement providers to understand and meet this duty.

Process for Agreeing and Documenting Reasonable Adjustments with Employers

The Work Experience Lead has discussions regarding reasonable adjustments for students undertaking work experience, industry encounters, and employer visits.

Prior to placement, information is gathered through:

- Student Individual Risk Assessments (IRAs) and Positive Behaviour Support Plan (PBSPs)
- Education, Health and Care Plans (EHCPs)
- Annual review documentation
- Discussions with pupils, parents/carers (where appropriate), tutors and learning support staff
- Employer meetings and placement planning discussions

© The Aurora Group 2025

A Reasonable Adjustments and Placement Support Plan is completed and added to the placement documents where required. This documents:

- Pupil strengths and abilities
- Identified support needs
- Reasonable adjustments required
- Communication preferences
- Medical, mobility, sensory or wellbeing considerations
- Emergency contacts
- Agreed employer responsibilities
- School support arrangements

Adjustments are agreed collaboratively between the pupil, employer, curriculum staff, parent's-carers and learning support staff prior to placement commencement. All adjustments are documented within the placement paperwork and reviewed regularly throughout the placement to ensure effectiveness and make amendments where required.

Current Disability Confident Employer Partners

The school works with a range of employers across the local community, including small businesses, cafes, retail settings, farms, hospitality venues, charities, and larger organisations.

Rather than limiting opportunities to employers holding a specific accreditation, the school assesses each placement individually to ensure it can provide a safe, supportive and meaningful learning experience for the student. Employer suitability is determined through discussion with the employer, workplace visits where appropriate, and consideration of:

- The employer's willingness to support pupils with SEND.
- The ability to implement reasonable adjustments where required.
- The suitability of the work environment and job tasks.
- The availability of appropriate supervision and mentoring.
- The employer's commitment to safeguarding, health and safety, and inclusion.
- Opportunities for the student to develop employability and independence skills.

The school values employers who demonstrate inclusive practices regardless of whether they are registered as Disability Confident employers. A positive attitude towards supporting individual learner needs is considered a key factor when establishing and maintaining employer partnerships.

School's Approach to Employer Training and Pre-Placement Briefings

The school provides employers with guidance and support to enable successful placements for pupil's with SEND.

Pre-placement discussions may include:

- Understanding individual pupil strengths and support needs
- SEND awareness and inclusive workplace practices
- Reasonable adjustments and accessibility requirements
- Safeguarding responsibilities
- Health and safety expectations

© The Aurora Group 2025

- Attendance and reporting procedures
- Managing wellbeing and communication needs
- School support arrangements during placements
- Duties and tasks appropriate to pupil ability and vocational goals

Employers are provided with placement documentation and a named school contact who can offer advice and support throughout the placement period.

Where additional support is required, bespoke meetings may be arranged involving the employer, curriculum staff, learning support staff, parents/carers and Work Experience lead.

Local Authority and Careers Hub Resources Available to Support Employer Engagement with SEND Learners

The school works collaboratively with local and regional partners to support employer engagement and the successful inclusion of SEND learners.

Available resources include:

Dorset Careers Hub

- Employer engagement support
- Gatsby Benchmark implementation guidance
- SEND-specific careers guidance and resources
- Employer networks and introductions
- Good practice sharing between education providers

Dorset Council

- SEND employment and preparation for adulthood guidance
- Supported internship and supported employment information
- Transition planning resources
- Local employer engagement initiatives

Department for Work and Pensions (DWP)

- Disability Confident Scheme
- Access to Work information
- Employment support programmes

The Careers & Enterprise Company

- SEND Gatsby Benchmark resources
- Inclusive employer engagement guidance
- Careers Leader resources and toolkits

Transport Arrangements for Work Placements

The majority of pupils attend school as normal and are transported to and from their work placement using school-arranged transport.

Parents/carers, employers, and school staff are involved in planning transport arrangements where required. Transport arrangements are reviewed throughout the placement to ensure they remain appropriate and support the pupil's successful participation.

© The Aurora Group 2025

12. Information Sharing and Data Protection

Information Sharing Protocol

Named Data Protection Officer (DPO) Liz.scott@theauroragroup.co.uk

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

12. Preparation and Debriefing

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

Preparation Programme
Pupils receive preparation for work experience through careers education, employability activities, workplace discussions, employer encounters and individual planning meetings. Preparation focuses on expectations in the workplace, communication, behaviour, health and safety and individual support needs.

Pre-Placement Visits
Pre-placement visits are arranged by the Work Experience Lead and/or supporting staff member. Visits are undertaken with the pupil to help familiarise them with the workplace environment and expectations.

Communication and Visual Support
Pupils are supported using their usual communication methods, as appropriate to individual need.

Debriefing and Reflection
Debriefing takes place following each work experience session or placement block and includes discussion with the pupil, placement provider and supporting staff member where appropriate.

Recording Outcomes and EHCP Links
Work experience outcomes, achievements and areas for development are recorded by school staff and linked to relevant EHCP outcomes, Preparation for Adulthood targets and careers action planning.

Annual Review Contribution
Information gathered from work experience, including pupil feedback, employer feedback and observed progress, is used to inform transition planning and contributes to annual review discussions and evidence where appropriate.

13. Quality Assurance and Monitoring

Quality Assurance Processes

Compass/Compass+ Self-Assessment

© The Aurora Group 2025

The school completes Compass+/Compass evaluations on a termly basis. The Careers Leader and the Work Experience Lead is responsible for updating and reviewing the assessment, with outcomes informing careers planning and continuous improvement activity. Key findings are shared with senior leaders and reported to governors through Governance meetings taking place once per term.

Placement Approval Process

All work placements are approved prior to commencement. Approval is overseen by the Work Experience Lead and the Deputy Head and requires completion of employer suitability checks, relevant risk assessments where required, safeguarding considerations, and agreement of learner support needs and reasonable adjustments. Final approval is recorded before a learner begins their placement.

Monitoring Visits

Work placements are monitored throughout the academic year by the Work Experience Lead and/or designated school staff. The frequency of monitoring is determined by the learner's needs, the nature of the placement and employer requirements. Monitoring may include workplace visits, telephone contact, email correspondence and review meetings with employers and learners.

Annual Review

Work experience and employability provision are reviewed annually as part of the school's careers and employability quality assurance processes. The review considers learner outcomes, employer feedback, placement opportunities, Gatsby Benchmark performance and areas for development. Findings inform the action plan for the following academic year.

Reporting to Governors

Work experience and employability outcomes are reported to governors termly through the Careers and work experience report included in the Governance report. Reporting may include placement participation, learner destinations, employer engagement, Gatsby Benchmark progress and planned areas for development.

14. Destination Tracking and Transition Follow-Up

Aurora Beeches School will collect, analyse and use pupil destination data to support continuous improvement of the careers programme; meet the expectations of the Gatsby Benchmarks, particularly Benchmark 3; inform governors, senior leaders and the Group about pupil progression outcomes; support local authority duties under the Education and Skills Act 2008; and improve outcomes for all pupils attending our schools and colleges. Destination tracking is a key part of preparation for adulthood and must be linked to EHCP outcomes, transition planning, careers guidance records and post-placement evaluation.

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.

© The Aurora Group 2025

Aurora

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

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

Roles and Responsibilities for Destination Tracking

Role	Responsibilities
Governing Body	Receives the annual destinations report through governance processes; monitors trends and vulnerable groups; holds leadership to account for improvement; and escalates or reviews Group-wide trends where appropriate.
Headteacher / Principal / Head of School. Lloyd Richards / Hayley Betteridge	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. Hayley Betteridge	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. 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.

What Data Will Be Collected?

At Aurora Beeches School the following data will be collected:

- Pre-leaving, usually in the summer term: intended destination, including sixth form, college, apprenticeship, employment, supported employment, volunteering, social care pathway or other agreed route; course or provider name; and apprenticeship employer where known. This must be recorded on Engage.
- Autumn term following leaving, usually October to December: confirmed destination and provider confirmation where possible. This must be recorded on Engage.
- Post-16 or post-18 follow-up, where feasible and lawful: sustained participation, alumni survey responses, NEET identification and any support offered. NEET information must be recorded on Engage and notified through the EHCP process where appropriate.

At Aurora Beeches School destination data will be used to evaluate curriculum pathways, review the effectiveness of options guidance, identify patterns and vulnerable groups, improve apprenticeship and employer engagement, support Ofsted inspection evidence and inform the School or College Development Plan.

An annual Destinations Report will include, as a minimum: percentage of leavers in sustained education; percentage progressing to apprenticeships; percentage progressing to employment; percentage recorded as NEET; comparison with local and national averages where available; and three-year trend analysis.

Destination Tracking and Alumni Follow-Up

© The Aurora Group 2025

Intended, confirmed and sustained destinations are recorded on Engage by the Data Coordinator, with contributions from staff, tutors and transition staff where appropriate.

Quality Assurance and Reporting

Destination data recorded on Engage is reviewed regularly to ensure accuracy and completeness. Destination outcomes are analysed annually and reported to senior leaders as part of careers, employability and quality assurance reporting.

Follow-Up Process

The school contacts learners following their departure to confirm destination outcomes. Follow-up activity takes place during the autumn term after leaving and, where possible, additional contact may be made throughout the academic year to identify sustained destinations and any changes in circumstances.

Learners at Risk of Becoming NEET

Where a learner is identified as being at risk of becoming Not in Education, Employment or Training (NEET), appropriate support and intervention will be provided. This may include careers guidance, transition planning, referral to external agencies and liaison with parents/carers and local authority services where appropriate.

Alumni Contact and Consent

Consent for destination tracking and follow-up contact is obtained in line with school data protection procedures. Any contact beyond the agreed tracking period will only take place where appropriate consent has been recorded.

Reporting to Senior Leaders and Governors

Destination outcomes are reported annually to senior leaders and governors through governance reporting. Reports may include intended, confirmed and sustained destinations, learner progression, destination trends and areas for development.

15. Policy Review and Implementation

This local policy will be reviewed annually, or sooner in the event of:

- Significant changes to legislation or statutory guidance (particularly KCSIE, Careers Guidance statutory guidance, or SEND Code of Practice)
- A safeguarding incident or serious concern arising during a placement
- Significant change to the Group's provision model or school roll
- Ofsted inspection findings relating to careers or work experience.
-

Appendices

The following appendices form part of this policy and will be localised and completed by each school/college before implementation.

Template versions of each appendix are available

Appendix	Document Title
Appendix A	Individual Work Experience Plan
Appendix B	WEX Agreement

© The Aurora Group 2025

Appendix C	Placement Provider Health & Safety and Safeguarding Assessment
Appendix D	WEX Risk Assessment
Appendix E	Post-Placement Evaluation Form - Provider
Appendix F	Post-Placement Evaluation Form - Student
Appendix G	Work Experience Quality Assurance Visit Form
Appendix H	Placement Provider Guide

© The Aurora Group 2025