

RED ROSE SCHOOL WORK EXPERIENCE

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Framework

This policy has been developed with reference to:

- Education (Work Experience) Act 1973.
- Health and Safety at Work etc. Act 1974.
- Management of Health and Safety at Work Regulations 1999.
- Children Act 1989 and Children Act 2004.
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Equality Act 2010.
- Children and Families Act 2014 and the SEND Code of Practice.
- Department for Education Statutory Guidance: Careers Guidance and Access for Education and Training Providers.
- Data Protection Act 2018 and UK GDPR.

This policy operates in conjunction with school policies including:

- Child Protection and Safeguarding Policy.
- Health and Safety Policy.
- Behaviour Policy.
- Curriculum Policy.
- Careers Policy.
- Educational Visits Policy.
- Data Protection Policy.

INTRODUCTION

Red Rose School offers work experience to Year 11 and Year 12 students.

The School believes that high-quality work experience forms an important part of pupils' preparation for adulthood, enabling them to develop confidence, independence, employability skills, self-awareness and understanding of the workplace.

As a specialist independent school supporting pupils with Specific Learning Difficulties (SpLD), autism, anxiety and associated needs, the School recognises that meaningful workplace experiences can contribute significantly to personal development, emotional resilience, social communication skills and successful transition to further education, employment and adult life.

The School is committed to providing safe, well-planned and appropriately supervised work experience opportunities that will:

- Safeguard and promote pupils' welfare.
- Support individual strengths, interests and aspirations.
- Develop employability and life skills.
- Promote equality of opportunity.
- Meet the needs identified within Education, Health and Care Plans (EHCPs), where applicable.
- Support the school's careers education and transition programmes.
- Prepare pupils for successful adult outcomes.

Meaningful work experience is defined as:

- Purposeful, substantial, offers challenge and relevant to the young person's study programme and/or career aspirations.
- Well-managed under the direction of a key staff member to ensure that the student obtains genuine learning experience suited to their needs.
- Time is well spent: the employer has a structured plan for the work placement that provides tangible outcomes for the student and employer.
- Clarity about the roles, responsibilities and the expectations of the student and employer.
- Ends with review: the employer provides a form of reference or feedback based on the young person's performance during their work placement.

1. Aims

The aims of the work experience programme are to:

- Develop pupils' understanding of working life.
- Increase aspirations and awareness of career opportunities.
- Develop communication and interpersonal skills.
- Build confidence and independence.
- Support emotional resilience and self-regulation.
- Promote attendance, engagement and motivation.
- Develop employability skills including punctuality, reliability and teamwork.
- Support preparation for adulthood.
- Enable pupils to apply classroom learning in practical settings.
- Assist pupils in making informed decisions regarding future education, training and employment.

2. Scope

This policy applies to:

- All pupils participating in work experience.
- Staff involved in organising and supervising placements.
- Employers and placement providers.
- External agencies supporting placements, and Parents and carers.

Work experience may include:

- Employer placements.
- Community placements.
- Volunteering opportunities.
- Enterprise projects.
- Internal work-related learning activities.
- Workplace visits and extended work placements

3. Principles

All work experience activities will be:

- a) **Safe:** the welfare and safety of pupils will be paramount.
- b) **Individualised:** placements will be matched to pupils' needs, interests, strengths and aspirations.
- c) **Inclusive:** opportunities will be provided without discrimination.
- d) **Meaningful:** placements will provide genuine opportunities for learning and development.
- e) **Supported:** appropriate levels of support and supervision will be provided.
- f) **Progressive:** experiences will contribute to longer-term preparation for adulthood outcomes.

4. Responsibilities

The Proprietor will:

- Ensure appropriate policies are in place.
- Monitor implementation and effectiveness.
- Ensure adequate safeguarding arrangements.
- Promote compliance with relevant legislation.

The Headteacher /DSL will:

- Oversee implementation of this policy.
- Ensure compliance with safeguarding and health and safety requirements.
- Allocate appropriate resources
- Assess safeguarding risks associated with placements.
- Advise staff on safeguarding arrangements.
- Respond to safeguarding concerns arising during placements.
- Ensure safeguarding information is appropriately shared where necessary.

The Work Experience Coordinator will:

- Support parent / carers as necessary to identify suitable placements.
- Liaise with employers and families.
- Complete required checks.

- Maintain placement records.
- Monitor pupil progress and wellbeing.
- Evaluate placement outcomes.

The employer will:

- Provide a safe working environment.
- Undertake necessary risk assessments.
- Designate a responsible supervisor.
- Report concerns, incidents and accidents.
- Follow safeguarding requirements communicated by the School.

Parents and carers will:

- Provide relevant information regarding the pupil's needs.
- Source and advise school of a potential work experience placement for their son/daughter
- Make appropriate transport arrangements to support punctual attendance.
- Notify the School of any concerns.

Pupils are expected to:

- Follow workplace rules.
- Behave appropriately.
- Follow health and safety instructions.
- Raise concerns promptly.
- Attend regularly and punctually.

5. Placement Selection

The School will ensure placements are appropriate to:

- The pupil's age and maturity.
- SEND needs.
- Medical requirements.
- Emotional wellbeing.
- Career aspirations.
- Travel arrangements.
- Risk profile.

The School reserves the right to reject any placement considered unsuitable.

6. Risk Assessment

Prior to placement commencement, the School will consider:

- Workplace environment.
- Nature of duties.
- Supervision arrangements.

- Health and safety risks.
- Travel requirements.
- Medical needs.
- Anxiety-related considerations.
- Behaviour support requirements.
- Emergency procedures.

Where appropriate, additional individual risk assessments will be completed. Risk assessments will be reviewed where circumstances change.

7. Safeguarding

Safeguarding remains the responsibility of the School throughout the placement. The School will:

- Assess safeguarding arrangements before placements commence.
- Ensure employers understand their safeguarding responsibilities.
- Ensure pupils know how to report concerns.
- Maintain contact arrangements during placements.
- Share relevant safeguarding information on a need-to-know basis.

Any safeguarding concerns arising during a placement will be reported immediately to the DSL and managed in accordance with the Child Protection and Safeguarding Policy.

The School will have regard to current requirements within Keeping Children Safe in Education regarding work experience placements and supervision arrangements:

From 1 September 2026, when organising any work experience placement, ask:

- will the supervisor be providing teaching, training, instruction, care or supervision on more than 3 days in a 30-day period?
- If yes, this is regulated activity and School must satisfy itself that the supervisor isn't barred from working with children.
- Have this conversation with the placement provider when organising the placement and be clear on what level of assurance you need before allowing it to proceed. [[brownejacobson.com](https://www.brownejacobson.com)], [[ardeaeducation.co.uk](https://www.ardeaeducation.co.uk)]

For standards with regard to appropriate supervision, a useful reference point is:

- The supervisor should be in regulated activity themselves.
- Supervision should be regular and ongoing rather than concentrated at the outset.

- It should be reasonable in all circumstances for the protection of the child. What's reasonable will depend on the child's age and vulnerability, the nature of the placement, and the working environment.

8. Health and Safety

The School expects all employers to:

- Meet statutory health and safety obligations.
- Provide suitable induction.
- Explain emergency procedures.
- Provide appropriate training.
- Supply required personal protective equipment.
- Supervise pupils appropriately.

Pupils will receive pre-placement guidance covering:

- Health and safety.
- Personal conduct.
- Reporting accidents.
- Emergency procedures.
- Professional expectations.

9. Pupils with SEND

The School recognises its duties under the Equality Act 2010 and SEND legislation. Reasonable adjustments may include:

- Reduced hours.
- Graduated introduction to placements.
- Additional familiarisation pre-visits.
- Parents /carers facilitate travel arrangements to /from the placement.
- Workplace mentoring.
- Individual support plans.
- Modified duties.
- Structured routines.
- Additional communication supports.

Where appropriate, placement objectives will align with EHCP Preparation for Adulthood outcomes.

10. Monitoring and Support

During placements the School will:

- Maintain contact with employers.
- Monitor attendance and wellbeing by in-person visits to the placement

- Review progress against objectives.
- Respond to emerging concerns.
- Provide additional support where necessary.

Support arrangements may include:

- Scheduled telephone contact.
- Site visits.
- Online reviews.
- Key worker support.

11. Attendance

Work experience forms part of the educational provision offered by the School.

Attendance at placements is therefore expected unless:

- The pupil is unwell.
- Agreed alternative arrangements are in place.
- Exceptional circumstances apply.

Absence procedures will mirror normal school attendance procedures.

12. Accidents and Emergencies

Employers must:

- Maintain accident reporting procedures.
- Report significant incidents promptly.
- Contact emergency services where necessary.
- Inform the School and parents/carers as soon as possible.

The School will maintain emergency contact information for all participating pupils.

13. Confidentiality and Data Protection

The School will process personal information in accordance with:

- Data Protection Act 2018.
- UK General Data Protection Regulation (UK GDPR).

Information will only be shared where:

- Necessary for safeguarding.
- Necessary to support the placement.
- Required by law.

All information sharing will follow data protection principles.

14. Equality, Diversity and Inclusion

The School is committed to ensuring that all pupils have equitable access to work experience opportunities.

No pupil will be disadvantaged on the basis of:

- Disability.
- Gender / Gender reassignment.
- Race.
- Religion or belief.
- Sexual orientation.
- Pregnancy or maternity.
- Age.

Reasonable adjustments will be made to maximise participation and success.

15. Evaluation

The School will evaluate:

- Pupil outcomes.
- Employer feedback.
- Parent and carer feedback.
- Placement quality.
- Safeguarding effectiveness.
- Attendance and completion.
- Contribution to Preparation for Adulthood outcomes.

Findings will be used to improve future provision.

16. Record Keeping

The School will maintain records of:

- Placement details.
- Risk assessments.
- Employer checks.
- Parental consent.
- Emergency contact details.
- Monitoring and review notes.
- Incident reports.
- Evaluation outcomes.

Records will be retained in accordance with the School's record retention policy.

17. Policy Review

This policy will be reviewed 2 yearly or when legislation /guidance changes.

Appendix

Availability of work-related activities

In schools where work-related activities were perceived to have the greatest impact on students, work experience placements were offered as part of a structured programme of opportunities that were delivered as part of the young person's programme of study.

Such activities, both timetabled and extra-curricular, were seen as key to building students' confidence so that they could maximise learning from their work placements.

Identification of work experience placements

In identifying work experience opportunities for students, young people should play an active role in the process; for example, in meeting a prospective employer and discussing what experience they might access.

Involving students in this way was perceived by interviewees as a valuable way of establishing a young person's level of interest and managing the expectations of all parties involved in the discussion.

Preparatory activities for work experience placements

It is important that students are provided with support in undertaking background research on the company that they would be working with. That would help ensure that students had realistic expectations of what type of work they might do while on a placement.

Employers meeting with the students themselves can better understand the skills and abilities of young people and ensure that proposed activities were appropriate. This is particularly important for students with SEND.

Monitoring, evaluation and review of work experience placements

Employers should provide personalised feedback for the students on placements to support their ongoing development, ensuring that they had an opportunity to learn from the experience.

Work experience placements are felt to have the most impact if students are provided with a structured framework within which to reflect on what they learnt e.g. through completion of a journal or workbook, which would then be discussed in a timely way with staff at their school and college.

Such discussions are seen as a valuable way of ensuring work experience was used to inform ongoing career planning.

The frequency of supervision i.e. if 3 or more days in a 30 day period, determines whether any barred checks are required. If a person working with a child is unsupervised and in frequent contact, the employer will be asked to ensure that the person providing the instruction or training is not a barred person.

Employers no longer need to carry out an enhanced DBS check with barred list

information on staff who are supervising young people aged 16 or 17 on work experience. If a 16-17 year old student is on work experience at a school where they will have contact with children, consideration of whether a DBS enhanced check will be required. Young people on work experience are treated the same as employees of the same age under health and safety legislation.

The school should

- arrange visits to the student and employer during the work placement. The member of staff visiting a workplace will be the key person for the student and be fully aware of job description, risk assessment and any specifics and restrictions.

The quality of work experience programme is dependent on:

- Ensuring the employer and the workplace is suitable for a work experience placement
- Carefully matching students to placements and supporting them throughout the experience
- Ensuring all checks are complete for employers and parents /carers notified before giving consent to a work experience placement for their son/daughter
- Pursue a policy of equal opportunities and counter gender stereotyping
- There are a few work activities that a student cannot do due to health and safety law.
- If a parent/carer is advised that a placement is not suitable due to health and safety, they can contact HSE's Myth Buster Challenge Panel for further information.

