



**BEVERLEY SCHOOL
FOR
STUDENTS WITH AUTISM**

WORK EXPERIENCE POLICY

**Updated: October 2021
Approved by Governors:
To be reviewed: October 2023**



Beverley School Work Experience Policy



Definition:

Work experience can be defined as:

“A placement on an employer’s premises in which a student carried out a particular task or duty, or range of tasks and duties, more or less as would an employee, but with the emphasis on the learning aspects of the experience.”

Department of Education 2002

Aims and objectives:

At Beverley School work experience placements provide an invaluable opportunity for students to: learn about the world of work; raise aspirations and boost their confidence. This requires well targeted placements to ensure student progress and achievement. The School promotes the use of work experience placements as an extension to the curriculum. We aim to organise at least one internal or external work experience placement, where appropriate, for all students. Our offer helps give students a broad view of the world, develops their employability skills and helps prepare them for the transition to an adult work environment.

Work experience placements are aimed at:

- Developing students’ employability skills and other key skills.
- Promoting students’ personal develop, motivation to succeed and maturity levels.
- Assisting with careers education and guidance and helping students set long term goals.
- Raising students’ aspirations and their confidence levels.
- Enhancing the curriculum, including vocational courses where appropriate.
- Informing employers about the strengths possessed by our students.

Identifying appropriate placements:

At Beverley School we work closely with external partners and organisations, such as: the Department for Work and Pensions; James Cook University Hospital and the Tees Valley Combined Authority Careers and Enterprise Company, to identify opportunities for Work Experience Placements. Members of staff and students also suggest companies to approach.

Once a company has been identified a visit by a member of staff, usually the Head of Sixth Form, will be organised. During that visit the possible opportunities available for students will be discussed. It will also be used as an opportunity to give an overview to the provider of the areas our students normally perform best within. In consultation with the company a risk assessment is drawn up. We then use this information to identify students who would be a good match to work with the company.

Matching student needs to placements:

When considering which students from Beverley School would be suitable to place with a particular organisation we need to carefully consider both the needs of the organisation and the student. We look at the long term goals of the student and their future aspirations. This helps us identify areas of work that it would be beneficial for them to experience. In addition we consider the ability of the student and the skills that they possess to ensure that any placement is appropriate and will allow them to achieve the objectives of the placement.

We identify the skills, interests and abilities of our students through a mixture of: observations in lessons; set tasks and student view questionnaires. From these findings we then consider what types of placement, if any, would be appropriate. This could be a short or long term placement and maybe either internally within school, such as in our office, kitchen or Primary department, or with an external company, such as James Cook University Hospital; MAIN; or local shops, hotels and restaurants.

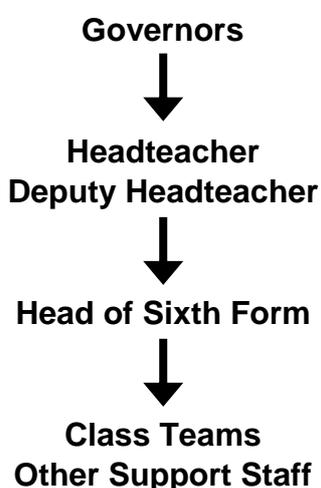
The next step involves us working with a possible work experience provider to agree how much support we need to provide the student, the sorts of tasks that would be suitable for them, what training they require (the provider or the student) and when they will be attending. This information sharing can involve: a site visit, highly recommended if it is the first placement at a venue; a face to face meeting or an exchange of emails. If an appropriate agreement is reached with the work experience provider then we organise a familiarisation visit for the student.

Close contact is maintained with the provider throughout any placements so that we can offer advice, support and guidance as required. Sometimes placements maybe ended early if it is not working for the provider and/or student.

Please note that in some cases putting our students on placements would not be appropriate nor would it be beneficial to them. Instead more appropriate in school activities are offered.

Roles and responsibilities:

The following organisational shows the path of responsibility for Work Experience. The Governing Body, in conjunction with the Senior Leadership Team (SLT), is responsible for all aspects of work experience, including Health and Safety unless a placement has been arranged without the support of the school. During normal day to day running the organisation and management of placements is delegated to the Head of Sixth Form. The School acknowledges its responsibilities under Common Law to its Duty of Care for each student.



- **Governors' Responsibilities**

1. The Governing Body has overall responsibility for the management of the School, including any work experience placements.
2. The Governors will ensure that:
 - The health and Safety of students is safeguarded throughout work experience placements organised through the school.
 - Adequate resources are available for safe work experience practices.
 - Appropriate public liability insurance is in place to cover students and staff, including staff visits to placements.
 - Policies and guidance, with respect to work experience, are up to date and address the current legal requirements and best practice.
 - These responsibilities will be delegated to the Head of Sixth Form on an operational Day to Day basis.

- **Headteacher's and Deputy Headteachers' Responsibilities**

1. The Headteacher is responsible for the operational management of the school, including work experience. They are supported in all aspects of this role by the Deputy Headteacher.
2. The Headteacher will liaise closely with the Head of Sixth Form to ensure that adequate Health and Safety checks are carried out before allowing work experience placements to take place. In exceptional circumstances where there is no opportunity for a Health and Safety check, and the student still wishes to attend, then the school will require parents or guardians to sign a disclaimer in full knowledge that the school has no liability should anything happen. (See appendices.)
3. The Headteacher, with the Head of Sixth Form, will decide the appropriate process for organising work experience placements, including the use of external bodies. (The standard process is outlined earlier in this document.)
4. The Headteacher will ensure:
 - Training is provided for the Head of Sixth Form in all aspects of their role.
 - Work experience complements the curriculum of the students.
 - The Work Experience Policy and Health and Safety Policy are reviewed annually.
 - That staff are aware of the policies, understand them and agree to abide by them.
 - That the Governors are supported to fulfil their responsibilities.

- **Head of Sixth Form's Responsibilities**

1. The Head of Sixth Form is responsible for all work experience placements that are organised through school, including those organised through external bodies.
2. The Head of Sixth Form will liaise closely with the Headteacher to decide the appropriate process for organising work experience placements, including the use of external bodies.
3. The Head of Sixth Form will ensure:
 - All placements are risk assessed and comply with the School's Health and Safety Policy, including assessments for members of staff visiting placements. These assessments should include lone working arrangements. In exceptional circumstances where there is no opportunity for a Health and Safety check, and the student still wishes to attend, then

the school will require parents or guardians to sign a disclaimer in full knowledge that the school has no liability should anything happen. (See appendices.)

- All students have a familiarisation visit and complete an induction on their Work Experience placements that covers the duties they will be carrying out and what is expected of them during their placements. This will include the dress code; behavioural expectations; organisations evacuation plans; who will be line managing the student whilst on the placement; work place Health and Safety; the structure of the placement and the availability of facilities (toilets, washrooms, kitchens, staff room, etc.).
- The programme is developed, delivered and integrated into the entire curriculum, including ASDAN ~~accreditaions~~ Occupational Studies where appropriate.
- Students and parents are provided with all relevant information regarding work experience placements, including access to risk assessments.
- Students have received adequate Health and Safety instruction.
- That students complete their work experience diaries.
- That Class Teams and Other Support Staff supporting the delivery of work experience are aware of their roles and responsibilities.
- Employers providing placements have full relevant information regarding students undertaking a placement with them, including details of educational or special needs.
- Appropriate support is offered to employers providing placements, including but not limited to: direct contact details for a designated member of staff so that they can address any concerns or queries; basic training regarding autism; intervention strategies; and supported placements. This may take the form of gradually diminishing support or ongoing support throughout the entire placement.
- Update risk assessments and procedures, where needed, based on any concerns raised by students, governors, employers or members of staff.
- Where possible students are fully supported and visited during their placements.
- They support the Headteacher and Governors to fulfil their responsibilities.

- **Class Teams and Other Support Staff's Responsibilities**

1. Class Teams and Other Support Staff may be responsible for small aspects of the day to day running of placements. This could include: dropping off or picking up students from placements; providing support during a placement; supporting the completion of work experience diaries and/or areas relating to accrediting their work experience, for example through the ~~ASDAN NCFE~~ Occupational Studies programme.
2. To report any concerns, particularly those relating to Health and Safety or Safeguarding, to the appropriate person. For Health and Safety this is the Head of Sixth Form when within school or the student's line manager if out on a placement. These concerns should also be reported to the Head of Sixth Form on return to school so that they can check that the risk assessments cover them. With Safeguarding concerns this should be the School's designated person (see Safeguarding Policy).
3. Class Teams and Other Support Staff will ensure:
 - That they provide any agreed support for a work experience placement (e.g. dropping off, picking up, or supporting a student). In the event that they can't provide this support they need to ensure that the Head of Sixth Form is aware and that alternative arrangements have been put in place.
 - That they understand and follow all Work Experience and related policies and guidance. (See next section.)

- Any concerns are recorded, relevant policies are followed and that the appropriate person is notified.
- They support the SLT and Governors to fulfil their responsibilities.

Related documentation, policies and guidance:

This policy should be read in association with the following policies and guidance:

- Health and Safety Guidance for Work Experience
- Child Protection and Safeguarding Policy

Please see the Work Experience Appendices document for copies of the Work Experience letter framework, Disclaimer and Employer documents.

Policy Information:

Introduced:	November 2016 by Joanne Smith, Jane May and Trevor Tiit
Last updated:	February 2017 by Joanne Smith, Jane May and Trevor Tiit
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