

Work Experience Policy

2024-25



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Introduction

The purpose of this policy is to provide guidance for West Lea staff facilitating work placements and establishing a framework for good practice.

What is a work placement?

At West Lea School work experience forms part of a package of work related activities and careers education, all of which contribute to the 'suitcase of skills' that young people require to make the effective transition into adulthood.

This process engages pupils in learning about work, through work and for work. Work experience helps to prepare a young person for the world of work, developing key employability, personal and social skills. Work Experience may be defined as: 'a placement on employers' premises in which a learner carries out a particular task or duty or range of tasks or duties, more or less as would an employee but with the emphasis on the learning aspects of the experience.' It is a period of supervised work, where young people aged 14 – 19, or in school years 10, 11, 12 and 13, have the opportunity to experience working in either internal or external placements.

At West Lea this also includes Interns on a Supported Internship who will do an extended work placement with an employer partner for a minimum of 12 hours per week.

Aims and objectives

At West Lea School work experience aims to give pupils the opportunities to:

- become active citizens within the community
- gain an insight into a career/occupation and to experience day to day aspects of employment and what's required.
- build confidence and independence including travel to and from the placement where appropriate
- develop a range of employability skills including timekeeping, teamwork, ICT as well as more specific skills required for the role
- develop personal and social skills including organisational, listening and communication skills
- develop a better understanding of core curriculum subjects and other vocational areas being studied. Placements provide real life examples for coursework and opportunities to gather evidence for vocational qualifications
- understand the importance of matters relating to Health and Safety including recognising hazards.
- understand their own strengths and areas for development

- achieve pre-agreed targets that relate to both personal and professional development.

Work experience preparation

KEY STAGE 4 (14 -16 YEARS) AND KEY STAGE 5 (16 - 19)

During a programme of study for Personal Development (PSHE/RSE and Life and Work) , pupils are engaged in lessons around careers education and pathways to employment. Work related skills are also built into other core curriculum subjects. This includes key skills needed for the workplace including: positive attitude to work and effective communication, problem solving, team building, reliability/time management, health and safety, personal presentation and hygiene. Young people have independence passports which include these key targets so that they take ownership and understand that they are working towards becoming an active citizen in their community.

All pupils complete an in-depth **vocational profile, or other careers exploration technique that students can access independently or** with support from a member of school staff to identify skills, areas of interest and support needs. This provides the relevant information needed to match the pupil to the most appropriate placement. Pupils are offered work tasters where possible and independent careers advice in order to learn about the different industries and help inform their choice of career in the future. Pupils and parents are also invited to attend a work experience information evening to answer any questions and explain the process. These will be held in the autumn term of each academic year.

The majority of pupils at Key Stages 4 and 5 follow a 'link course' one day per week at Enfield college during which they can follow taster courses in areas such as media, catering, sport and construction etc.

The curriculum and work experience programme enable pupils to prepare for progression to college, a Supported Internship, Apprenticeship or employment and continue their general education and personal development.

In cases where parents source their own meaningful work experience placements for pupils, the placement would be subject to all the same processes outlined within this policy and final approval of the placement will sit with staff at West Lea School.

ORGANISATION OF PLACEMENTS (see process chart for detail)

In year 10 each pupil will access either a 2-week work placement during March or May (dates are subject to change). In year 11, 12 and 13 pupils will undertake a weekly one-day placement for an academic year (or at least two terms).

THE WORK EXPERIENCE TEAM WILL:

- identify suitable placements for pupils that meet the needs of both the pupil and the employer
- ensure choice through a range of placements so that children's interests, needs and capabilities are taken into account
- co-ordinate preliminary visits as appropriate, checking that Insurance, Health and Safety and Safeguarding requirements are met by employers and that risk assessments are in place
- alert employers to matters relating to pupils' special needs and/or medical information
- oversee the administration of work experience documentation
- Provide support to take students along to meet with employers and support at any interviews where class teams are unable.
- where possible, co-ordinate additional job coach support for pupils with more complex needs
- Arrange follow up visits to pupils during their placements. Once a week for year 10 students and every 6 weeks for year 11 students.
- Co-ordinate the sharing of information with parents of all matters related to the placement
- oversee the monitoring and evaluation of the placements

THE CLASS TEAM WILL:

- Complete vocational profiles with the students in class.
- Support the completion of the risk assessment using their knowledge of the student in collaboration with medical teams and DSL.
- Take students along to meet with employers and support at any interviews.
- prepare pupils for their placement and supporting them to access a workplace induction. Staff must ensure that policies and procedures are translated in an accessible and child friendly way.
- Conduct support visits in order to monitor the progress of the placement and to issue the monitoring form to employers.
- Alert the WEX team of any special needs and/ or medical information which they may not be aware of.
- Support with the administration of work experience where required.
- Support with informing parents of matters relating to work experience placements.
- Support with monitoring and evaluation of the work experience programme.

Health and safety/safeguarding

OUR STAFF WILL ENSURE THAT, PUPILS ARE PLACED IN A SAFE AND HEALTHY ENVIRONMENT BY:

- ensuring that risk has been assessed by the school and employer and that a preliminary visit has been carried out.
- ensuring compliance with health and safety legislation including the Management of Health and Safety at Work Regulation 1999 and The Health and Safety at Work Act 1974 and other task specific regulations, including COSHH, Manual Handling and Work at Height.
- ensuring that the pupil is suited to the placement
- ensuring that the young person has been made aware of hazards of the job and the controls required to minimise the risks to acceptable levels
- communicating with pupils both prior and during work experience and ensuring that emergency contact numbers are available
- ensuring that systems are in place to investigate accidents and to record complaints
- ensuring that we adhere to DFE *Keeping Children Safe in Education* guidance when organising placements. Any child (pre-16) would not be exposed to an environment where there would be any unsupervised contact with the lead member of staff from the organisation or one to one practice. This is made explicit to the employer when the preliminary visits are carried out. If a child (pre-16) is placed where we are made aware that this may happen then we would adhere to paragraph 98 which states:

“If the person working with the child is unsupervised and the same person is in frequent contact with the child, the work is likely to be regulated activity. If so, the school or college could ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person”

DBS checks are **NOT** required for supervisors of post 16 work experience. This is set out in section 13 of the DFE document, link below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/416026/130332015_DfE_dept_advice_post-16_WEx_-_final.pdf

- We will follow the same process outlined above even for post-16 students in KS5 and Interns because we recognise that many of them are vulnerable.
- Where we have an Intern or a post-16 student conducting work experience in a setting where they themselves would have potential unsupervised contact with individuals then we would work with the placement provider to carry out a DBS on the student or Intern.
- When carrying out DBS checks on our own students we would carry out the correct check relative to their placement. i.e child and/or adult barred list depending on the type of activity.

We have looked at the guidance regarding regulated activity and acknowledge one of the criteria which states regulated activity is any activity done “more than 3 days in a 30 day period”. Some of our work experience placements would meet this criteria. However, it must also be taken into account that we do not have the right to do a DBS check on other companies’ staff without their permission. Many of our placements’ providers are small businesses and/or high street businesses not set up to do DBS checks on staff and this would potentially create a barrier that would make our work experience programme unfeasible to deliver. We have therefore put a number of safeguarding checks in place prior to the placement taking place which have been outlined in the flow chart below.

Decisions are therefore driven by the individual risk assessment. If there are any doubts, the Work Experience Coordinator will contact DBS using the following email address customerservices@dbsgsi.gov.uk

Other useful links: <http://www.legislation.gov.uk/ukxi/1990/1380/contents/made>
<http://www.hse.gov.uk/youngpeople/workexperience/>

Support and supervision

A named contact person/onsite supervisor will be allocated by the employer and will support the student during the placement. The students will be made aware of this person ahead of the placement starting. Throughout the placement, the student will also receive support from a named job coach/TA who will monitor their progress and conduct regular visits. In some cases, School staff will accompany young people on placement if they have needs that are more complex and require additional levels of supervision.

Use of computers

Students may require access to a networked workstation/PC and internet access. Students who have such access are expected to take a responsible attitude towards using the internet and email for personal use. Work experience and class teams will ensure that young people understand the ‘dos and don’ts’ of using computers and staying safe online. This includes accessible and child friendly versions of any work place policies relating to this matter.

Evaluation and review

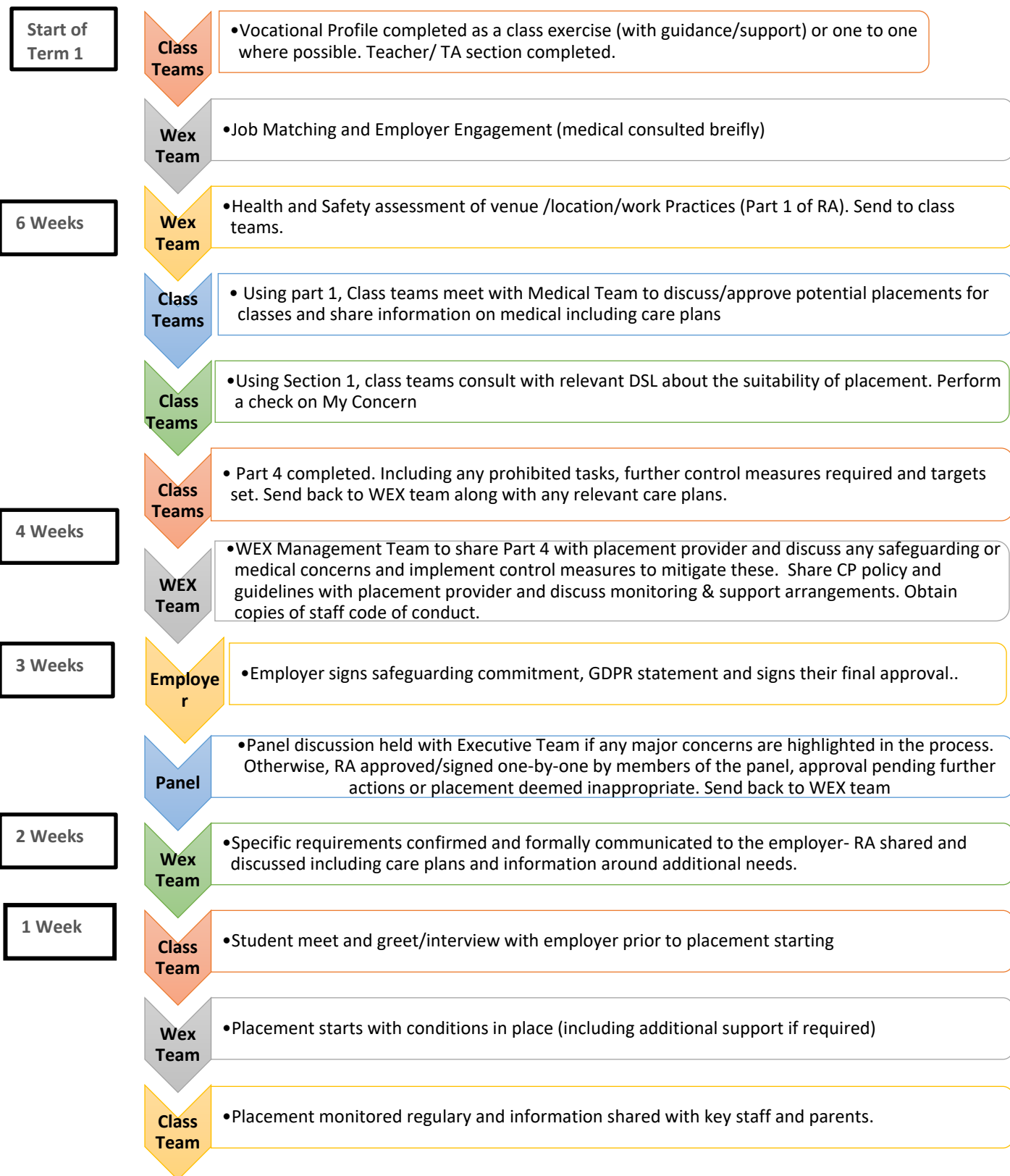
All placements are reviewed at regular intervals in order to make necessary changes and evaluate success.

This is done in the following ways:

- For the 2 week placements, the Work Experience Team/class teams will speak to the employer during week one for feedback. A follow up visit will take place in week 2 with a member of school staff. They will assess the placement with the child and employer, using a form that will have agreed targets specific to the child and role.
- The employer will also complete a feedback form at the end of the 2-week placement.
- For the weekly placements, assessments will be carried out every 6 weeks, either through visits or telephone conversations to seek child and employer feedback.
- Pupils are encouraged to keep a diary in order to gather evidence for their vocational course.
- Success is often measured in the following ways:
 1. Has the student achieved their work-related targets? How many students have achieved these?
 2. Student scores
 3. Use of self-assessment questionnaires to identify changes in attitude and maturity levels.
 4. Pupil log books/diaries to track work experience journey
 5. Pupil feedback questionnaires at the end of the placement
 6. Parent feedback questionnaires at the end of the placement.
 7. Employer feedback surveys at the end of the placement.
 8. Whether the impact can be detected in the wider school context i.e. has attendance, behaviour, progress in school, relationships etc. improved in the period of time the placement has been running?

The programme is continually reviewed and adapted to meet the changing needs of pupils and the school. The information and success criteria form part of the report to Governors to ensure information is communicated at all levels.

Work Experience Flow Chart





community
kindness
learning for life
innovation **inclusion**