

Policy: Careers and Work Experience

Reviewed: October 2025

Next review: October 2026

Mid-year updates:

Policy Monitoring

Libra Policies are reviewed when the need arises in line with legislation updates, guidance, and useful information we receive to improve and enhance our provision. Additionally, Policies are updated annually by relevant members of staff and the Senior Leadership Team.

Equality Statement

We believe that this policy is in line with the Equality Act as it is fair, it does not prioritise or disadvantage any child or member of staff, and it helps to promote equality at this school.

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth. We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Introduction

High quality careers education and guidance in school is critical to children's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps children to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

Libra's careers programme is led by a member of the Senior Management Team and overseen by the Careers Leader. We ensure that students are inspired and motivated for the world of work, ensuring high achievable aspirations are considered for a range of careers available. Our careers policy works in line with our PSHE policy.

Aims and Objectives:

We aim to:

- provide opportunities for all children to develop the knowledge and skills they need for participation and success in later life and are well supported to progress in education, employment and training
- provide a clear strategy for careers education that meets legal requirements and is developed in line with the Gatsby Benchmarks.
- promote children's spiritual moral social and cultural development and prepare all our children for the opportunities, responsibilities and experiences of life in democratic Britain.
- have in place health and safety control measures.
- ensure compliance with all relevant legislation connected to this policy.

We want our children to be safe in the knowledge that there is no failing when it comes to a career path – life takes us in different directions, this is only natural. Understanding that they may change their mind partway through studying, or they may start a job and find out that it isn't suited to them after all, is all a part of learning and working their way towards a career that they better understand and appreciate.

We work closely with local authorities due to the vulnerable nature of our children who all have special education needs and disabilities with Education, Health and Care plans in place, ensuring that we know of all the services available to support children, to access these and share this knowledge amongst our community. We all share the presumption that our children with special educational needs can sustain paid employment with the right

preparation and support. We regularly celebrate and showcase and promote the achievements of our children who are volunteering or in paid employment at every possible opportunity

We are complying with the recent Careers guidance and access for education and training providers Statutory guidance for schools and guidance for further education colleges and sixth form colleges.

When children leave Libra, we want them to:

- Have attained some literacy, numeracy and science qualifications as a minimum and have been challenged to succeed academically across all subjects at a level commensurate with their ability and difficulties.
- Have developing life and independence skills to live at an appropriate level of independence.
- Be able to contribute to a community usefully showing tolerance, understanding of others and respect for British law.
- Demonstrate age-appropriate self-discipline and are more emotionally regulated, confident and resilient.
- Have an increased repertoire of soothing strategies which they are using more independently to help them manage emotional dysregulation.
- Have a greater ability to self-reflect and to consider advice offered.
- Have excellent attachments to staff and a strong sense of belonging.
- To talk positively about themselves and their wishes and thoughts for the future. They have some aspirations.
- Can recognise the steps required to move forward in the achievement of their aspirational goals.

All children receive a rich provision of classroom, outdoor learning and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which are required to underpin success in education and employment. To aid this, we strive to achieve the Gatsby benchmarks taking into consideration the SEN needs of our children, to provide the opportunity to access a very strong careers guidance provision:

Benchmark 1: A stable careers programme (which meets the requirements of the 7 other benchmarks)

We have in place a programme of careers education and guidance that is known and understood by our stakeholders (children, parents, employers and training providers).

Benchmark 2: Learning from career and labour market information (LMI), such as role, pay and vacancy trends

Children and their parents/carers are provided with good quality, accessible information about future study options and labour market opportunities, as well as support from an informed adviser to make best use of available information.

Benchmark 3: Addressing the needs of each pupil

We look to tailor advice and support to the needs of each child and embed equality and diversity throughout the careers programme.

Benchmark 4: Linking curriculum learning to careers

All teachers look to link the curriculum learning with careers to try to keep learning 'real'. Our assembly's programme alongside our PHSE schemes of work introduce our younger children to the world of work and careers in a way that encourages aspiration.

Benchmark 5: Encounters with employers and employees

Our children have opportunities to learn from employers about work, employment and the skills that are valued in the workplace through a range of enrichment activities through visiting speakers. Through our assemblies' programme, every half term we have a careers forum for years 9-11. Four to six working people from a range of industries and trades are invited to come into school and talk informally with the children about their career pathways and answer any questions the children have.

Benchmark 6: Experiences of workplaces

This is a very challenging benchmark to achieve due to the needs of our children. Employers are traditionally very reluctant to offer work experience, stating concerns primarily around risk. We strive to seek work experience placements and offer employers remuneration to take work experience children, but this is rarely successful.

Benchmark 7: Encounters with further and higher education

Our children and their parents / carers primarily in years 9 and 10 are provided with information about the learning opportunities that are available to them in the local area through the EHCP process to enable joined up working and robust transitions with future education placements. Decisions about a child's post 16 provision are made early in year 11 with parents through the EHCP review process to allow for suitable transition periods.

Benchmark 8: Personal guidance

Children are provided with opportunities for guidance interviews with FutureSmart Careers and Careers Southwest. We work in partnership with FutureSmart Careers to support our Year 9's, 10s and 11s as they start to consider their future opportunities post Libra, this involves:

- A 40-minute group workshop for Year 8, 9, 10 pupils and Year 11 pupils annually to introduce them to the different post-16 options and carry out a self-reflection activity to help them consider what they would like to aim for in the future and thus do after Year 11 (e.g. college or an apprenticeship). The Libra School is keen to promote positivity around career opportunities and promote achievable aspirations.
- The workshop is followed by 45-minute one-to-one career guidance meetings for Year 9 and 10 annually to help them identify what next step they need to take to achieve their aspiration in Year 12. During each careers meeting, children complete a careers quiz to help them identify career options/occupations/pathways that may suit and be of interest to them. The focus of the one-to-one guidance meetings will be driven by the children. It is anticipated that the meetings are likely to include information about different jobs, pathways into different professions, further education provision, alternative work-based routes, apprenticeships, the range of options and qualifications available at 16 and beyond, work experience, progressing into independence and independent living options. During one-to-one guidance meetings, the adviser will also use the 'Image-based Action Plan' as a starting point to explore topics with the child. Feedback from these meetings will be provided to the school and used to support
- Year 11's also enjoy a visit from Careers Southwest an organisation funded through local authorities for a 1:1 meeting to feed information into the EHCP review process.

Libra will continue to build on this foundation through:

- Regular tutor discussions
- PSHE from Year 5 upwards with the world of work content
- ASDAN qualifications; Key Steps and Exploring Aspirations
- NCFE qualifications; Functional skills at Entry Level progressing through to certificates in essential Maths and English
- Libra Independence curriculum from Year 9
- EHCP review discussions with the child particularly those in years 9 and 10 due to the early completion of EHCP reviews in Year 11.
- Staff supported visits to local colleges in conjunction with parental visits to open days.
- Planned transition / experience days throughout Year 11 to the destination college or apprenticeship provider.

Work experience

Work experience is a government scheme which is described as a placement on an employer's premises in which a young person carries out a particular task or duty, more or less as would an employee, but with an emphasis on the learning aspects of the experience. The experience involves taking on the role of a young worker and engaging in work tasks, using and developing work skills, being involved in work processes and experiencing work environments. It is an important part of work-related learning which allows young people to learn about the world of work in a "real life" working situation. It is increasingly challenging to find employers willing to participate in work experience particularly for children with SEN. Libra offers a fee to employers to encourage them to provide work experience opportunities.

Placements in companies where a young person already has experience through a parent/owner or existing part time job are not generally regarded as valid because they do not add significantly to the young person's experience or learning and provide insufficient new challenge.

Extended work experience is the scheme where young people work with a placement provider one or two days a week over a period of time and this is the preferred choice for Libra children because it provides a consistent timetable and structure for them.

Building strong links with employers positively boosts young people's attitudes and employability skills, informs young people about the range of roles and opportunities available and helps them understand how to make this a reality.

Work experience that is well planned and well organised has an important role in developing a young person's personal and social skills and gives them important opportunities to learn directly about the world of work. Work experience can also be a useful tool to support children in years 10 and 11 who are struggling to attend school and see the benefits of achieving qualifications. However, young people outside the school environment will be more exposed to the potential risks involved, both from the tasks they undertake and from the working environment, e.g. equipment and hazardous substances. The physical and psychological immaturity of young people also constitutes a risk in itself and therefore it is important that these are taken into account in the risk assessment process as this is particularly relevant to young people with SEN who are potentially very vulnerable.

When it is agreed that an employer will consider a work experience placement, a senior member of staff will visit and complete the risk assessments required. Employers will be asked to provide feedback for end of term reports which will be around workability skills development. Libra has insurance in place which covers children in years 10 and 11 on work experience.

There are 6 principal areas of risk that may arise in the course of work experience: -

- Injury to young person's themselves;
- Injury to others on the premises;
- Injury to others not on the premises;
- Damage to or loss of employers' property;
- Damage to or loss of other property;
- Damage to or loss of an employee's property.

The Association of British Insurers, The British Insurance and Investment Brokers Association and Lloyds of London have agreed to regard work experience by young persons on a placement as "employees" solely for the purposes of work experience. All placement providers must have Public Liability and Employers Liability Insurance. For "sole-traders" who do not have Employer Liability insurance, the employer will need to contact their Public Liability insurer to see if they will indemnify the young person for employers liability as a volunteer. The employer's insurance company must be informed of the employer's intention to take on a work experience young person. Where a young person will be travelling in a vehicle for the purposes of work the vehicle insurance must cover them.

Where a "liability" can be demonstrated then:-

Injuries caused to others on the premises, others not on the premises, damage to others property and damage to an employee's property should normally be covered by the employer's (and not Libra's) Public Liability Insurance policy.

Damage to the employer's own property should normally be covered by the employer's (and not Libra's) material damage policy.

Injuries to the young person whilst on work experience will be covered by the employer's (not Libra's) Employers Liability Insurance policy.

Young persons must be briefed that if they cause injury or damage through a deliberate act they will not be indemnified by insurance and may be required to meet the cost of any compensation the Courts may award.

NB. Although employers who are close relatives of the young person (mother, father, siblings, uncle, aunt, grandparents) are considered exempt from this, it is still recommended that placements do not take place with ANY

employer who does not have employer's liability insurance. (This recommendation is made with the intention of maintaining the safety and well being of the young person at all times, all appropriate health & safety guidance adhered to, and appropriate risk assessments carried out).

Libra ensure that Parents/Carers are aware of the liability regarding pupils causing injury or damage through a deliberate act during work experience placements. Libra will ensure that the employer provides all necessary cover and paperwork in this regard, this is known as 'Vicarious Liability'*. Children cannot do work experience without this in place.

*Vicarious liability is a situation in which one party is held partly responsible for the unlawful actions of a third party. The third party also carries his or her own share of the liability. Vicarious liability can arise in situations where one party is supposed to be responsible for (and have control over) a third party and is negligent in carrying out that responsibility and exercising that control.

Risk Assessment

The Management of Health and Safety at Work Regulations 1999 states that employers must assess the risks to their young workers, including young persons on work experience before they start work.

Risk assessments should be undertaken by the placement provider as soon as the placement details have been agreed in conjunction with the school and before the young person takes up the work placement. Placement providers should be informed in advance by the school about any individual young persons who may be at greater risk, for example because of any specific medical needs/behavioural needs or learning difficulties.

The risk assessment must take into account the following factors;

- inexperience and immaturity;
- lack of awareness of existing or potential risks;
- the fitting and layout of the workplace and/or workstation;
- the nature, degree and duration of any exposure to physical, biological and chemical agents;
- the form, range and use of work equipment and the way in which it is handled;
- the organisation of processes and activities;
- the extent of the supervision to be provided to the young person;
- the extent of the health and safety training provided, or to be provided, to the young person concerned;
- risks from agents, processes and work
- any issues relating to young persons medical, behavioural, physical and/ or learning needs.

The extent of the risk will determine whether to restrict the work or the activities of the work experience young person. If the placement provider concludes, that as a result of a risk assessment, there is a significant risk to the young person undertaking this activity, the young person must be prohibited from doing it.

The placement provider must ensure that the control measures identified on the risk assessment are implemented. The person responsible for mentoring the young person must be provided with a copy of the risk assessment.

There is, however, an extra requirement on the employer to provide the parents/guardians of young people at work (including those on work experience) with information on the key findings of the risk assessment and control measures taken before the young person starts work.

Where the placement provider employs five or more staff, the significant findings of the risk assessment must be recorded, including work experience risk assessments

In order to fulfil the legal requirements relating to risk assessment, schools must implement a procedure to ensure that consent forms and the risk assessment are sent to parents/carers and that a copy of this document is signed and returned before the placement begins.

Further information on the risk assessment process can found at:

www.hse.gov.uk/youngpeople/risks/index.htm

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Young person that young people should be encouraged to form and to express their views.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Work Experience Placement / Placement Provider

The Placement Provider is the employer that has agreed to take a young person on placement and the Libra School is extremely grateful for their support. The Placement Provider must comply with the following requirements:

- contact their insurance company to advise them that they are taking a young person for work experience and ensure that Employer's Liability Insurance and Vicarious Insurance is in place;
- assess the risks to their young workers (i.e. under 18 years of age) including young persons on work experience, before they start work;
- ensure that a risk assessment completed and takes into account specific factors such as immaturity, inexperience and lack of awareness, as well as any additional needs the young person may have. This document must be forwarded to the school so that parents/carers can receive a copy prior to the placement commencing;
- introduce and implement control measures to eliminate or minimise the risks and ensure that these are implemented, including the wearing of personal protective equipment or clothing;
- ensure the young person receives adequate training and health and safety instructions prior to commencing the placement/first day;
- nominate a mentor to work with the young person;
- provide adequate supervision as detailed on the risk assessment;
- ensure young persons are made aware of the work activities involved and any associated significant risks;
- ensure that young persons are informed of who has day to day responsibility at the workplace for supervising them, and who (if different) has overall responsibility for their health and safety during their work experience;
- inform the coordinator, the school and parents/carers of any accident/incident as soon as practicable;
- complete the incident/accident book, and/or report as a RIDDOR to HSE in the event of serious accident/incident in line under required under RIDDOR.

The coordinator must ensure that they are satisfied that the Placement Provider has these processes in place before approving a placement.

Role of the Careers Leader

The Careers Leader will:

- Be responsible for the management and co-ordination of the various aspects of work-related learning, careers guidance and work experience; and in liaison with appropriate teaching staff ensure that:
 - levels of attainment are raised through high quality work-related learning for all KS3 and KS4 young people;
 - a range of opportunities are developed which enhance the curriculum (Enrichment Days)
 - greater awareness for young people about the world of work is promoted, the development of key skills and employability by having access to independent careers advice
- ensure pupils receive their entitlement by providing a programme based on:
 - ☐ Year 7: An introduction to careers
 - ☐ Year 8: Choosing the right options
 - ☐ Year 9: Career Discovery
 - ☐ Year 10: Post-16 and beyond
 - ☐ Year 11: Planning for the future
- the work experience placement provider is a suitable provider
- the work experience placement has responsibility for ensuring that the health and safety requirements for work experience are carried out are completed;

- Ensure the work experience placement has appropriate insurance in place – see section above including ‘Vicarious Liability’ and there is evidence of Employer’s Liability Insurance and Risk Assessments in place;.
- Ensure the Parent/Carer is aware of the liability regarding pupils in terms of causing injury or damage through a deliberate act during work experience placements
- he/she keeps in regular contact with the work placement provider
- work experience arrangements are in place to ensure that any guidelines issued are implemented and monitored;
- the tutor/mentor works with the young people through associated lessons on the school timetable to complete the Young person Work Experience booklet.
- if the service is being delivered in-house, the responsibilities of the coordinator are implemented
- the suitability of work experience placements has been assessed by a competent person;
- there is clear communication with all key parties involved with the work placement;
- Arrangements are in place to send consent forms and risk assessment to parents/carers and that a copy of this document is signed and returned before the placement begins;
- arrangements are in place to provide placement providers with any additional needs of the young person;
- a range of appropriate and relevant activities are developed which assist in raising all young people’ aspirations and achievement and which are of the highest possible quality and are regularly monitored;
- awareness is promoted and understanding of work, industry, the economy and community;
- young people’ skills, attitudes, concepts and knowledge learned in school are related to applications in the wider world;
- young people’ personal and social skills in relationships are developed in a range of contexts;
- young people are provided with informed and impartial guidance eg Careers South West on the choices available for education, training and employment as well as other interests.
- ensure that placement providers hosting young persons on placement have been approved based on a robust health and safety inspection;
- to provide the school with full details of the above;
- to confirm the details of the placement in writing with the employer and copy all communications to the young people education file and School Manager.
- assess the suitability of all placement providers with regards to health and safety and young person protection;
- ensure that health and safety inspections are carried out by a competent person.
- ensure that placement providers understand their responsibilities with regards to health and safety and when undertaking a risk assessment, that they take in to account any additional needs the young person may have;
- ensure that placement risk assessments are made available to the school, in order that it can be sent to parents/carers if required.
- ensure that placement providers understand their responsibilities regarding young person protection and sign a Principles of Young person Protection Document, or provide evidence that they have a Young person Protection Policy in place;
- have in place the following health and safety control measures:
 - ☐ Young person’s induction programme in place to outline school procedures such as emergency evacuation of the school building, health and safety etc.
 - ☐ Young persons issued with a copy of the school personnel handbook and the handbook for health and safety.
 - ☐ DBS checks in place.
 - ☐ Young persons aware of health and safety procedures, young person supervision etc.
 - ☐ Young person Supervision risk assessment in place.
 - ☐ Positive Handling risk assessment in place.
 - ☐ Voice Care risk assessment in place.
 - ☐ School Security risk assessment in place.
 - ☐ Anti-Violence risk assessment in place.
 - ☐ Monitoring and review procedures in place to ensure safe procedures continue.
- ensure that all placements are visited and there is a revisit programme in place if the placement continues to be in use, as follows:
 - high risk placements are visited annually;

- medium risk placements are visited every 2 years;
- low risk placements are visited every 3 years.
- to liaise with teaching staff over visits to the work experience provider whilst the placement is in progress, and monitoring the status accordingly;
- the range of activities in each key stage;
- how the effectiveness and benefits of work-related activities are to be measured, monitored and evaluated.
- the assessment procedures and strategies for young person evaluation of activities and learning outcomes
- employer liaison and risk assessment
- lead the development of this policy throughout the school;
- work closely with the Principal/Director;
- work closely with external careers advisers and work experience coordinators at external placements;
- undertake risk assessments;
- provide any appropriate training for school Staff and young people;
- ensure that requests by work experience placements for DBS checks and vetting for young people attending work experience are carried out – at the appropriate level;
- work closely with parents, school Staff and young people in establishing work experience arrangements;
- ensure work experience placements have all necessary details of the young person eg:
 - name and staff contact details
 - young people' emergency contact details
 - details of any young person's medical condition (eg allergies/asthma) if it is applicable to the role undertaken (and authority to inform has been given by parent/carer)
- ensure all school Staff know what to do in an emergency;
- provide guidance and support to all staff;
- keep up to date with new developments and resources;
- review and monitor

Monitoring and evidence

- PSHE schemes of work
- Assembly programme
- EHCP review records

Responsibilities

The senior management team will:

- work in conjunction with the Directors to ensure all school staff, children and parents are aware of and comply with this policy.
- provide an environment that is safe, fun, stimulating and challenging to all children.
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- encourage parents to take an active role in policy development where appropriate.
- ensure all relevant risk assessments are in place to ensure a safe school environment.
- provide leadership and vision in respect of equality.
- provide guidance, support and training to all staff.
- consider providing remote learning to children in circumstances when in-person attendance is either not possible or contrary to government guidance in accordance with school risk assessments and safeguarding guidance. This might include occasions when:
 - we decide that it is not possible for the school to open safely, or that opening would contradict guidance from local or central government.
 - individual children, for a short period, are unable to physically attend school but are able to continue learning.
- monitor and evidence the effectiveness of this policy.

Teaching and learning support staff will:

- comply with all aspects of this policy.
- implement the school's equalities policy and schemes.
- report and deal with all incidents of discrimination.

- attend appropriate training sessions.
- report any concerns they have about any aspect of the school community.
- receive relevant training, periodically and ongoing as required, according to their role.
- have equal chances of training, career development and promotion.
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Children will:

- Conduct themselves in such a way that upholds the values and principles of the school even when off-site. Students will understand that there will be shared communication between the WEX provider and school regarding behaviour. Conduct which may be a cause for concern will be discussed in school
- be aware of and contribute to all appropriate policies through the school council.
- work with and support the school council on all agenda items.
- strive to take pride in their work and work to the highest standard that they are capable of.
- listen carefully to all instructions given by the teacher, ask for further help if they do not understand and participate fully in all lessons.
- participate in discussions concerning progress and attainment.
- treat others, their work and equipment with respect.
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school.
- talk to others without shouting and or using physical aggression and will use language which is neither abusive nor offensive.
- hand in homework properly completed and on time.
- wear correct uniform.

Parents and Carers will be encouraged to:

- Play a lead role in sourcing an appropriate WEX opportunity for their child where applicable and share this with the school.
- be aware of and comply with all school policies including this one.
- be encouraged to become involved in policy development by taking part in parent engagement opportunities and by maximising learning opportunities between home and school.
- Keep informed via termly newsletters of the children's curriculum.
- be encouraged to take an active role in the life of the school by attending parent-teacher consultations / Parent Open Days / fundraising and social events.
- ensure regular and punctual attendance of their child.
- notify school on the first day of child absence.
- have holidays out of term time and authorised by school.
- encourage effort and achievement.
- encourage completion of homework and return it to school on time.
- provide the right conditions for homework to take place.
- ensure correct school uniform is worn.
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.
- speak with children and staff respectfully and expect the same in return.

Linked Policies and documents:

PSHE scheme of work / Risk assessment / Life and Independence Skills toolkit / Assembly programme

Policy Location

This policy can be found:

- on SharePoint within the staff and master's folder
- on the school website www.libraschool.co.uk
- available upon request from the office: admin@libraschool.co.uk / 01598 740044

