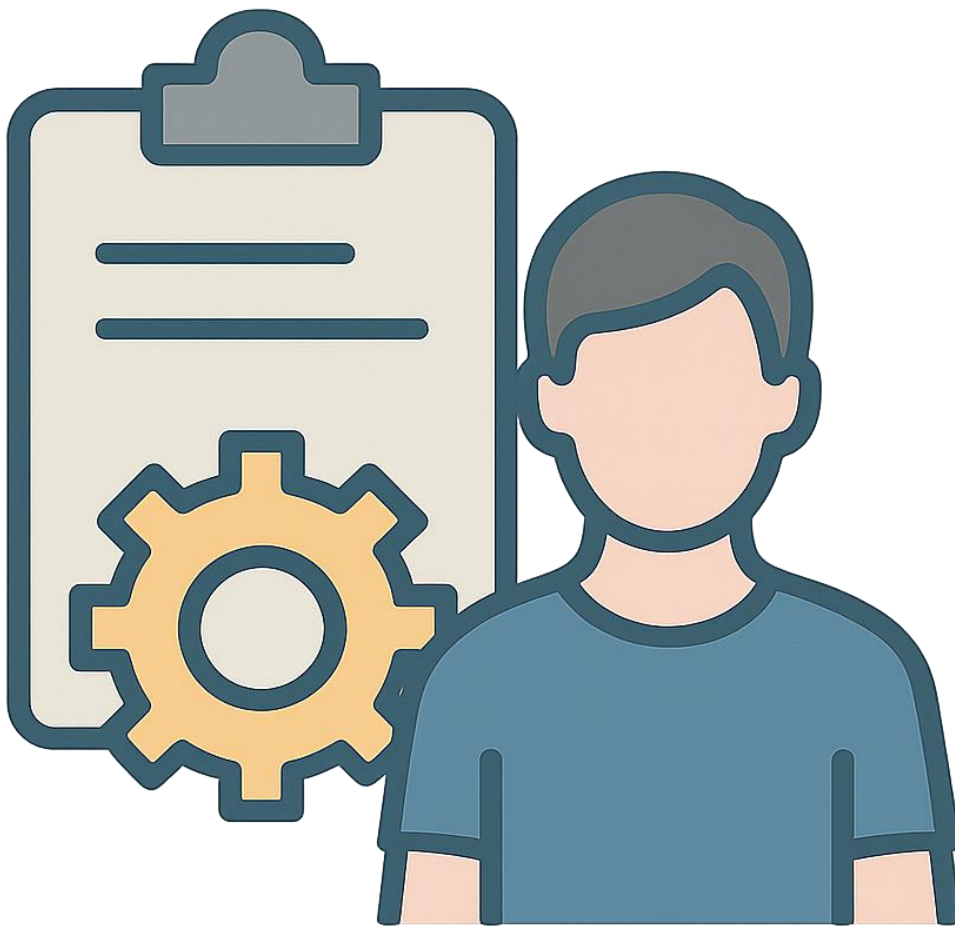




OAKTREE  
EDUCATION SERVICES  
— O E S —

## Work Experience Policy



## Document History

| Version | Comments/Amendments | Name        | Date       |
|---------|---------------------|-------------|------------|
| 1       | First Issue         | Chris Kelly | 24/04/2025 |
|         |                     |             |            |
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### 1. Policy Statement

Oaktree College is committed to delivering meaningful, tailored work experience opportunities that equip our students with the skills, confidence and aspirations they need to transition into adulthood and employment. Our approach ensures that students with Social, Emotional and Mental Health (SEMH) needs, and wider SEND, access inclusive, safe and supportive experiences that reflect the ambitions in their Education, Health and Care Plans (EHCPs).

### 2. Objectives

- Provide every student with access to work experience that reflects their strengths, interests and future goals.
- Promote independence, communication and workplace readiness.
- Build strong partnerships with employers to foster inclusive and sustainable opportunities.
- Remove barriers to participation by offering structured support, planning and review mechanisms.

### 3. Models of Work Experience

We offer three distinct models in line with DfE and Preparing for Adulthood guidance:

- **Experiential model:** Short placements or workplace visits that broaden understanding of employment.
- **Vocational model:** Regular placements (1–2 days a week) that align with long-term aspirations, including skills development plans.
- **Extended model:** Supported internships or immersive placements aimed at securing paid employment.

### 4. Student Preparation and Support

Each student receives:

- A personalised **Vocational Profile** outlining strengths, preferences, support needs and aspirations.
- A **Development Plan** detailing objectives, expected outcomes and skills to be developed.
- Preparation through careers education, including travel training, social expectations and health and safety.

Students are supported throughout by key staff and, where appropriate, a job coach or mentor.

### 5. Employer Engagement and Responsibilities

We value our employers as equal partners in the process. We ensure they are:

- Provided with the student's vocational profile, clear objectives and relevant support information.
- Supported through health and safety assessments and training on SEND-friendly practices.
- Informed of simplified regulatory responsibilities (e.g. DBS checks not required for supervision of 16–17 year olds, no need for written risk assessments for companies with under five employees).

Employers are encouraged to give feedback, offer in-role mentoring, and consider further training or employment opportunities.

### 6. Safeguarding and Risk Management

- All placements are risk assessed in advance with the employer and reviewed as needed.
- Safeguarding responsibilities follow the college's broader safeguarding policy.
- Students are briefed on who to contact if they are concerned or need help.

### 7. Monitoring, Feedback and Evaluation

Work experience placements are tracked through:

- Daily or weekly reflection logs completed by students.
- Employer evaluations and informal check-ins.
- Staff observation and termly reviews that link back to EHCP goals.

The Work Experience Coordinator collates data to improve provision annually and share outcomes with students and families.

### 8. Involving Families and Carers

We actively involve families in:

- Planning, through consultation and sharing of aspirations.
- Logistics, such as transport arrangements and placement visits.
- Feedback and celebration of success, building a shared commitment to employability outcomes.

Workshops and briefings are offered to help families understand how employment can positively impact independence and wellbeing.

### 9. Inclusive Practices and Adjustments

Work experience is structured around the “Place, Train, Maintain” model. We:

- Match placements to interests and needs using job carving and skills-based selection.
- Train staff and employers on inclusive practices, reasonable adjustments and communication strategies.
- Encourage flexibility in interview processes, using working interviews or video CVs where appropriate.

### 10. Policy review

- This policy will be reviewed **annually** (or sooner, if required by legislative changes or significant developments in best practice).
- The review process will involve **teaching staff, support staff, senior leaders, and governors**, alongside student representatives (where appropriate).

### Approval and Signature

- **Principle of Head of College:**  
*Chris Kelly, 22/04/2025*
- **Chair of Governors/Trust Board:**  
*Name, Signature, Date*