**Belvue College**

**Work Experience Policy**

****

**Contents**

Page 2 Aim of the Policy/Objectives

Page 2/3 Format for Work Experience

Page 3 Other Enterprise Education Opportunities might include

Page 3/4 Stimulated Work Environment

Page 4 Health and Safety

Page 4/5 Role of the Work Experience Co-ordinator

Page 5 Learning Plan of the Placement/Review

**AIM OF THE POLICY:**

Work experience is organised within Post 16 to give a purposeful and planned opportunity for young people to develop vocational and employability skills in a realistic working environment. Work experience is also provided to enhance learners understanding of the expectations of the world of work.

At Belvue we believe that all students should experience work experience and although there is a focus on long term work experience in Post 16, it is not limited to them. Each student in Belvue has a Record of Achievement folder in which they list all the different work experience opportunities they have been involved with during their time with us.

Post 16s usually have the longer work experiences as we consider these pupils are better placed to begin preparation for progression into employment.

**OBJECTIVES:**

* To provide a valuable and relevant experience of the work environment
* To support the future career aspirations of learners
* To support learners in demonstrating their potential to employers
* To help learners develop employability skills
* To support the overall development of learners
* To ensure that work experience is purposeful for each student and linked to a clear set of learning outcomes for individual students
* To introduce to potential employers the employability of our learners, to support in breaking down the barriers that prevent many young people with a learning disability, gain access to the work place

**FORMAT FOR WORK EXPERIENCE:**

As part of the Post 16 Curriculum students follow the Edexcel work skills and Princes Trust Programmes. Pupils working at Entry level 1 and 2 complete a range of ‘Developing Skills for the Workplace’ units, which will go towards an Edexcel work skills qualification. Topics can range from: Following Instructions, Getting things Done, Health and Safety, Looking and Acting the Part, Working as Part of a Group and Completing an Enterprise Activity.

Pupils working at Entry level 3 and level 1 complete a range of units, which go towards a Princes Trust Achieve qualification or an Edexcel Work skills qualification. Units include topics such as Teamwork, Customer Service, Working as a Volunteer, Introduction to Health and Safety at Work.

Students in post 16 take part in regular work experience at the NHS, Hanwell Zoo, the Litten, Welshore Hub, Havelock and Catering at the College.

The programmes for work experience will be developed on an individual basis, depending on the needs and ability of the young person. The programmes may take one of the following forms or a combination of some of the following:

* A block of work experience lasting 1 – 2 weeks or longer
* A two week block of work experience working part-time in the pop up shop/shop
* A day release programme throughout an entire term or longer for a given period each week.

**Other Enterprise Education Opportunities might include:**

* Work shadowing – giving learners the opportunity to observe staff in real working environment
* Work place visits – arranged through the Careers Enterprise Programme and previously Clusters
* Employer workshops /talks – employer led discussions with students about realities of work and the employment and training environment
* Employability Week – encounter a range of various employers and work experiences opportunities for our students to encounter or experience e.g. the Police, Travelodge, Sainsbury, Army Reserve, Clementina Day Centre and Crowne Plaza hotel.
* Taster Days – at a Further Education college and visit the Supported Internship Fair at Hammersmith and Fulham College

**SIMULATED WORK ENVIRONMENT:**

Training provided within a simulated working environment is not the same as work experience because it does not take place within a real workplace. However the school recognises the importance of simulated work place learning in helping learners develop the necessary skills and confidence for the work place. The school provides a number of simulated learning environments including:

* Social enterprise – Smashing Glass company
* The college Breakfast Club/ Tuck Shop
* The horticultural allotment area
* The Litten Nature reserve and the schools woodland – providing opportunities for conservation work

Training in the simulated work environment supports progression into realistic work experience and external work experience, which itself can support progression ultimately into work.

**HEALTH AND SAFETY:**

The work experience co-ordinator or other member of staff designated by the Head Teacher will visit each work experience placement at least one week before the commencement of the placement by a learner. At that visit or directly following that visit the following must be completed or satisfied:

* That the employer has assessed the associated risks to workers under 19 on their premises and has put in place measures to mitigate these risks. The nature of the risks will depend on the type of work environment. Assurances can be gained through a conversation with the employer rather than a physical inspection or requiring the employer to complete lengthy forms. However the representative from school must be satisfied that this has been undertaken by the employer.
* A risk assessment for the individual learner attending that place of work must be completed and relevant members of staff consulted. In the case of a pupil with a medical condition, relevant health workers should also be consulted.
* A confirmation that the employer has Employer’s Liability Compulsory Insurance cover.

**ROLE OF THE WORK EXPERIENCE CO-ORDINATOR:**

* To work with local employers to secure suitable work experience for young people.
* To comply with all elements of the health and safety regulations as described above.
* To build relationships between the employer, the school and the young person on placement beyond the time spent at the workplace.
* To ensure that learners and their parents are clear about the learning outcomes for the placement, as part of the termly learning conversations or at a special meeting to discuss work experience.
* To ensure that all the relevant paper work/preparation is completed before the start of the placement:
* Individual risk assessment
* Permission from parents/carers to attend work placement
* Learning plan for the placement including success criteria
* Lunch organised for young people entitled to FSM
* That the young person has the appropriate clothing for the job
* The young person has been on a visit to the work place
* Young people and their parents have received an information pack on the placement including information on how to contact the employer in an emergency

**LEARNING PLAN FOR THE PLACEMENT:**

|  |  |  |  |
| --- | --- | --- | --- |
| TARGET: | WHAT PREPARATION IS REQUIRED PRIOR TO THE PLACEMENT | WHAT SUPPORT IS REQUIRED DURING THE PREPARATION FOR, AND WORK PLACEMENT? | WHAT ARE THE OUTCOMES |
|  |  |  |  |

**Reviewed July 2021**

**Review due July 2022**