

**Outcomes
First
Group.**

Acorn Education

Options Autism

WORK EXPERIENCE POLICY



The Tower School
Updated September 2024

Headteacher: Lauren Gibbs

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1.0 INTRODUCTION

Outcomes First Group is committed to safeguarding and promoting the welfare of children and requires all staff to act in the best interests of our children at all times.

This policy is in line with the:

[Independent School Standards, guidance for independent schools](#)

[Keeping children safe in education \(KCSiE\) 2024](#), and must be read alongside the school’s Safeguarding Policy

In line with the [Education Act 1996](#), we believe in providing children with learning opportunities which aim to equip them for adult life. Our schools strive to introduce children to a range of teaching and learning opportunities, which offer them practical experience in many aspects of life. For many students, active learning is the key to motivation and has an impact on other aspects of their school life. Work experience is an integral part of our Key Stage 4 programme and offers students a valued opportunity to practice key skills and career management skills learned in other areas of the curriculum, within a safe environment. The programme allows a tailored approach to students’ learning needs, and is personalised to each individual. The programme includes target setting and action planning as the norm and allows teachers to link the experience to the aspirations and interests of each child. This approach ensures that students are able to transfer the skills they learn at school to the requirements of employers. All young people within our schools (where safe and appropriate within their risk assessment), will have the opportunity for external work experience.

2.0 ENTITLEMENT

On entry to The Tower School all pupils will be informed during pre-admission meetings about the range of information, advice and guidance services at The Tower School which will help them throughout their education.

ALL pupils at The Tower School are entitled to a careers programme that helps them to:

- Understand their education, training, employment and other progression opportunities and have the information they need to make decision about learning and career options.
- Develop the skills they need to plan and manage their own personal development and career

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progression with appropriate support.

- Overcome any overt and hidden barriers to progress which they may encounter, celebrating diversity and equality of opportunity.
- Accesses relevant information about the world of work.
- Make and maintain individual plans to help them improve the prospects of success.

Pupils will have access to and support with using Careers Information that is:

- Easy to find and accessible in a variety of formats (e.g. hard copies of prospectuses, online materials, face to face information).
- Comprehensive; giving details of all progression opportunities and support.
- Impartial and up to date.

The Value of Work Experience

Our approach to work experience is intentionally holistic, seamlessly integrating across the curriculum to provide our students with well-rounded opportunities for growth. Beyond traditional classroom learning, our students regularly venture out into the community, where they acquire the key skills vital for success in the working environment. These experiences extend beyond the professional sphere, encompassing essential life skills such as bolstering self-confidence to effectively communicate in various settings, navigating public transport with confidence, and mastering the art of independence.

Social Skills

Students will be able to experience working as part of a group and learning to work with new people and adults in a work situation.

Personal Development

Work experience will help students understand the different roles and respond to different routines. They can practice decision-making skills, be responsible for their own actions and the effect these actions have on others. Students will develop communication skills in different contexts. Work experience can play an important role in the development of student's self-image and maturity. Work experience should enable students to experience the success and frustrations of seeing a project through to completion.

Work experience

By immersing our students in real-world scenarios, we empower them not only with practical skills but also with the self-assurance necessary to thrive in their future endeavors, fostering their personal and professional development. This has been greatly benefited by the appointment of our outdoor learning ed teacher who in the summer term as planned and delivered more greater life skills activities outside of the school environment and in the greater community.

This is further reinforced by the practical work experience we offer in a secure on-site setting. Our students have been given valuable opportunities to work within the school environment, where they have shadowed and been mentored by trusted members of our staff. This hands-on experience allows them to gain insight into and actively participate in day-to-day tasks, providing a valuable bridge between classroom learning and real-world application. Further inquiries have been made with local businesses and organisations regarding further work experience opportunities, e.g. local animal handlers, supermarkets, charity shops and farms.

Furthermore, our commitment to shaping well-informed and empowered futures for our students is bolstered by external visits from esteemed agencies. For instance, representatives from Shell provided students with group seminars, offering an insider's perspective on what it's like to work for an oil company. Similarly, Barclays Bank extended their expertise to our students, shedding light not only on the intricacies of the banking industry but also on essential life skills such as managing a bank account and financial responsibility. Additionally, we facilitated interactions between our students and university attendees with Autism Spectrum Condition (ASC), enabling our students to gain valuable insights into how to navigate and receive support in higher education settings. These external engagements enrich our students' understanding of diverse career paths and life skills, empowering them to make informed decisions about their future endeavours.

Knowledge and Understanding

Students will be aware of the disciplines of work and the differences that exist between school and work. Students will see the effect of new technology and gain knowledge of Health and Safety issues.

The Aim of Work Experience

- To support and encourage an integrated work experience programme
- To enable the development and learning of students
- To provide students with records/documents to provide evidence of their experience
- To ensure all placements are safe and secure
- To provide students with direct experience of the world of work
- To give students the experience of relationships, routines and processes that are part of a working environment
- To develop work related skills
- To contribute towards approved vocational and academic qualifications where necessary
- To prepare students for adult and working life
- To encourage students to widen their horizons by viewing work experience as an opportunity to sample non-traditional areas of work
- To prepare students by discussing equal opportunities
- To make clear the roles and responsibilities of all involved in work experience
- Work experience can provide an excellent opportunity for students to develop an understanding of what an employer will expect of them and so enhance their employability.
- Various patterns and length of work experience placements need to be flexible to ensure that the learning needs of our students are met.
- The work will be appropriate to the student's capabilities.
- There will be an adequate level of supervision provided throughout the placement.
- Placements are assessed for risks and insurance checked.

Stages of Work Experience Programme

1. Student to meet with Careers Lead to discuss and identify a student's choice of placement.
2. Meeting with school staff and parents/carers. Risk assessment carried out.
3. Careers Lead to contact suitable establishments, insurance checks and risk assessment to be carried out.
4. Attendance – students may benefit from a block week/week's attendance. Some students may benefit from several one-day placements over a period of time to build their confidence and to prepare them for an extended period. For others the most appropriate way to meet their needs may be a pattern of one day a week over several weeks.
5. Diary/logbook to be kept by the student, showing what tasks are carried out during each visit. (See appendix 4 – The Tower Work Experience Booklet)
6. Career Lead and/or Form Tutor to visit a student in placement.
7. Evaluation – A discussion with the student to reflect on what they did and to identify the skills learnt/developed.
8. Follow up – A letter of thank you to be sent to employers.
9. Evaluation – Careers Lead to evaluate the success of the placement.

3.0 GENERAL/LEGAL REQUIREMENTS

Health and safety is an important consideration for those organising placements for children away from the learning base. It is important that robust health and safety systems and procedures are in place to ensure the safety of children, employees and others, both prior to and during the placement.

The [Health & Safety at Work etc. Act 1974](#) places a duty on employers, including learning providers to

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ensure, so far as is reasonably practicable, the health, safety and welfare at work of all its employees. Children on work placement are regarded in health and safety law as employees.

The Health and Safety (Training for Employment) Regulations 1990 [Health and Safety \(Training for Employment\) Regulations 1990](#) states that anyone receiving relevant training (work experience provided as part of a training course or programme, or training for employment or both) should be treated as employees for the purposes of health and safety legislation.

Children on work placements must be provided with the same health, safety and welfare protection given to employees.

The regulations define a 'child' as someone who has not attained the age of 18. Certain types of employment are prohibited.

At The Tower School, pupils who are 18 and over will follow the same regulations for a 'child' whilst they are under the School's care. For example, during a work experience placement, an 18+ pupil will have a staff member accompany and supervise them at all times.

A child should not be expected to do any of the following as part of Work Experience:

- Work beyond their physical or psychological capabilities
- Work involving harmful exposure to radiation
- Work involving risks to health from noise, vibration or extreme heat or cold
- Work involving harmful exposure to any agents which can chronically affect health, including those with toxic or carcinogenic effects or those causing genetic damage or harm to an unborn child

4.0 WORKPLACE HEALTH & SAFETY CHECK/INSPECTION

A model checklist for employers/learning placements to complete has been produced reflecting the minimum standard required by Outcomes First Group, which lists the questions that must be included to ensure that **specific health and safety arrangements are in place prior to the child's work experience placement.**

See Appendix 2 (Child Work Placement Health and Safety Check /Inspection).

Use of a recognised vetting agency for placements, such as CWSP or WEXA discharges this responsibility. However, Outcomes First Group will still take an active role in ensuring the placement is suitable for specific children.

5.0 RISK ASSESSMENT

The Management of Health and Safety at Work Regulations 1999 requires all employers to assess risks to all their employees, including children and to do what is reasonably practicable to control those risks. Children are seen as being particularly at risk because of a possible lack of awareness of existing or potential risks, maturity and experience.

As a result, employers/learning providers are required to:

- Assess risks to children before they start work/placement
- Take into account their inexperience, physical and psychological immaturity and lack of awareness of existing or potential risks
- Address specific factors in their risk assessment and introduce control measures to eliminate/reduce the risks
- Provide information to parents/guardians/school/college of the results of the risk assessment and the

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control measures introduced

- Take account of the risk assessment in determining what the child shall or shall not be permitted to do on placement

There is a specific requirement to provide this information in writing for children under the age of 16. Risk assessments must be suitable and sufficient and recorded in an understandable format addressing the issues described below.

A suitable and sufficient risk assessment must:

- Identify hazards within all the expected work activity and at all the locations it will be undertaken.
- Decide who might be harmed and how
- Evaluate risks in terms of severity/likelihood – decide on precautions (and further controls if the residual risk is unacceptable)
- Record findings and implement them
- Update as/when there are significant changes

The level of detail in a risk assessment should be proportionate to the risk (e.g. more detail would be expected for a risk assessment carried out for a machine or workshop where there are significantly more hazards than say, a small office).

Risk assessments should be carried out by a competent person; somebody who has acquired through training, qualification and experience the knowledge and skills necessary for undertaking the task. If there is no competent person, expert help and advice must be sought.

See Appendix 3 (RA05 - Work Experience College Placement Risk Assessment OFG Template).

6.0 SAFEGUARDING

The school is responsible for ensuring that there are appropriate safeguarding arrangements in place for young people aged 16 and over when on work experience placements. This includes regular check-ins and daily calls with young person.

Pupils aged under 16 must be supervised by an Enhanced DBS checked adult whilst at the work placement.

When arranging work experience placements, the Headteacher/Registered Manager must ensure that all children and young people are either:

- Accompanied by an Outcomes First Group team member at **all times, OR**
- Are under the direct supervision of an Enhanced DBS checked (for children and adults) member of the placement business who has been identified as the mentor. The mentor's DBS certificate must be dated within the last 3 years and be seen by an Outcomes First Group team member. The certificate number and mentor's contact details must be recorded in the work experience documentation. Any disclosures within the DBS must be reviewed, and if the placement is able to continue, a risk assessment put in place.

For all pupils attending work experience:

- A comprehensive risk assessment between the school/home and the placement setting must be completed prior to the commencement of the work experience placement. The placement setting must be fully aware of any support needs for the child/young person and all support needs must be considered as part of the risk assessment.
- Each child/young person must have a plan in place with learning objectives for the experience.
- An up-to-date liability insurance certificate from the placement must be provided.
- Written consent must be obtained from those with parental responsibility for the child/young person

to attend the work experience placement.

Children must be informed during their preparation for work experience lessons that if they have any problems regarding their placement, they must contact the school as soon as possible.

Any such problems must be recorded on the Work Experience Visit Form and followed-up, by the Work Experience Co-ordinator, within one working day.

Concerns about allegations of child abuse or safeguarding (including unacceptable risk) must be followed up and referred immediately to the Designated Safeguarding Lead (DSL) in accordance with the school's Safeguarding Policy.

7.0 INDUCTION

A thorough process of induction is important in safeguarding the interests of children working away from the learning base. It is also important in safeguarding the interests of the learning provider and learning base.

The induction process must cover health and safety requirements, fire safety, duties, welfare arrangements, any prohibited areas or activities and layout of the workplace. The level and detail should be appropriate to the work and level of risks and also reflect the needs of the child.

A model induction checklist for children has been produced reflecting the minimum standard required by Outcomes First Group (See Appendix 1), which lists the questions that must be included. Additional questions specific to the learning placement may be added, as appropriate.

To ensure that the child has fully understood their safety induction and the duties, they must complete a child's Placement Induction with the school's Work Experience Coordinator prior to commencing the placement. Appendix 2 provides a template that can be used as a guide and adapted to the work placement and needs of the child/young person.

7.0 COMMUNICATION WITH PARENTS/CARERS/THOSE WITH PARENTAL RESPONSIBILITY

All work experience placements will be organised after discussion with parents/carers/ those with parental responsibility. If parents/carers have any concerns about any aspect of the work experience, they should discuss this in the first instance with the child's tutor. If the issue is not resolved parents/carers should contact the Headteacher.

APPENDIX 1 – CHILD’S WORK PLACEMENT HEALTH & SAFETY CHECK/INSPECTION

Child’s Work Placement Health and Safety Check/Inspection

Employer Name: _____
Address: _____ _____
Post Code: _____ Telephone/Fax No: _____
Email: _____
Nature of Business: _____ No of Employees: _____
Contact Name: _____ Position: _____
Type of work offered: _____
Person responsible for Health & Safety: _____

<u>Insurance</u>
Indicate type of insurance held and seen:
Employer Liability <input type="checkbox"/> Public Liability <input type="checkbox"/> Combined Liability <input type="checkbox"/>

SAFEGUARDING & CHILD PROTECTION

	Yes	No	Comments/Actions to be taken
Does the company have child protection arrangements in place?			

HEALTH & SAFETY POLICY

A written Health and Safety Policy is required if the company employs five or more people.

Date of issue or most recent revision (if applicable)	Date:
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	Yes	No	Comments/Actions to be taken
Do you display the Health and Safety law poster or are leaflets given out?			

1. Hazards, Risks & Control Measures

Requires evidence of written risk assessments where significant risks are identified

	Yes	No	Comments/Actions to be taken
Are all significant risks to the health and safety of your employees and learners assessed and recorded?			
Are effective control measures/ precautions in place as a result of risk assessments?			
Are risk assessments reviewed to take account of changes/ accidents/incidents?			

2. Supervision & Training

Named supervisor(s) of child	Name(s):
------------------------------	----------

	Yes	No	Comments/Actions to be taken
Will the supervisor(s) be made aware of their H&S responsibilities towards the child?			
Will any parts of the premises be out of bounds to the child? If yes, how will this be communicated to them?			

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3. Working Conditions (requires assessment and observation)

	Yes	No	Comments/Actions to be taken
Is lighting, heating and ventilation satisfactory?			
Are washing and toilet facilities satisfactory?			
Is drinking water available?			
What rest/eating facilities and arrangements are provided?			
Are premises maintained in line with safety and welfare standards			

4. Fire Precautions

	Yes	No	Comments/Actions to be taken
Has a fire risk assessment been carried out or reviewed in the last year?			
Does fire safety appear to be managed appropriately?			
Will the child be given a fire safety induction on their first day?			

5. First Aid

	Yes	No	Comments/Actions to be taken
Are there satisfactory arrangements in place for first aid?			

6. Accident Procedure & Near Miss

	Yes	No	Comments/Actions to be taken
Is there a system in place to report accidents to HSE and placing school if required?			

7. Machinery & Equipment*

Some assessment and observation required, where applicable

	Yes	No	Comments/Actions to be taken
*Is there a system in place to inspect, test and maintain equipment? (e.g. portable electrical appliance testing, ladder checks)?			
Will the child be using high risk tools and equipment, if supervised and trained? If yes, please specify			
What, if any, tools, machinery and equipment are children prohibited from using?			

8. Protective Clothing & Equipment (PPE)

	Yes	No	Comments/Actions to be taken
Is protective clothing, footwear and equipment provided? If yes, please specify. If not what if anything is required?			
Are adequate storage facilities available for PPE?			

9. General placement issues

	Yes	No	Comments/Actions to be taken
Are offensive/inappropriate materials on view?			
Are relevant employees aware of their responsibilities to a child re: inappropriate behaviour and conversations?			
Does the employer control access to sensitive information while the child is on site?			

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Summary of comments and actions required	
Check/Inspection undertaken by:	
Name (print name)	Signature
Position	Date

Employer Declaration	
<ul style="list-style-type: none"> • I confirm that the information provided in this document is correct to the best of my knowledge and I agree to complete any outstanding action plans prior to the start date of the work placement. • I agree to notify the school/parents/carers of any absence. • I agree to notify the school/parents/carers of any accident/incident and, where required, report the accident/incident to the Health and Safety Executive. • I agree that this information may be placed on the school database in accordance with the Data Protection Act. 	
Name (print name)	Signature
Position	Date

Data Protection Act 1998: The data you have provided on this form will be used by the organisation for the purposes of improving the work experience process in terms of learning, support and guidance and health and safety. The data will be stored securely and only used for the purpose(s) originally intended.

APPENDIX 2 - CHILDS PLACEMENT INDUCTION

To be completed by the learner prior to the start of the placement

Learner Name: _____

Placement Employer: _____

1. My supervisor will be..... _____

If he/she is not available, I should go to..... _____

2. My hours of work will be: Start time: _____ Finish time: _____

My breaks may be flexible, but are likely to be around these times: _____

My lunch break will normally be at: _____

I understand that, if I am unable to attend my placement, for any reason, I must telephone my placement as soon as possible on write telephone number here ⇨ _____

3. What will be your main duties?

4. What sort of jobs/activities will you be given to do?

5. Is there anything you need permission to do? If so, who will give you that permission?

Activity

Who will give you permission?

6. What are the likely dangers/hazards in the workplace?

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7. How have any likely dangers/hazards been controlled?

8. What and where are the welfare facilities? (e.g. toilets, staff room, kitchen etc.)

Toilets _____

Staff Room _____

Kitchen _____

Other facilities (if any) _____

9. What must you do if you discover a fire?

10. What are the workplace fire evacuation procedures?

11. How do you contact the emergency services (e.g. police, fire, ambulance)?

12. Who must you tell if you have an accident?

13. Who should you tell if you become ill?

14. Who should you tell if you have any problems/concerns?

15. What are the first aid arrangements?

16. What protective clothing or equipment will you need to wear for this placement?

I agree to always wear any protective safety clothing or equipment, provided for my protection (if appropriate)

Policy Owner: Director of Safeguarding

Date of Publication: September 2024

Policy: Work Experience Policy

Next Review Date September 2025

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and to follow all reasonable instructions given to me.

- If I am not wearing my safety clothing or equipment provided, when asked, or
- If I fail to follow instruction and training

I understand that I will not be able to do any activities at the placement and may be asked to return to school.

I also agree not to disclose any confidential information regarding the activities of the employer to person outside the workplace.

..... (Sign & Print)

17. I have been given a copy of the risk assessment which has taken into account any disability, medical or other needs applicable to me. I have also had the opportunity to discuss the risk assessment and I understand its content.

..... (Sign & Print)

18. Tools, materials and equipment

Tools, materials and equipment I must never use , e.g. power tools, chemicals? <i>(please list)</i>	Tools, materials and equipment I can use with supervision and after training <i>(please list)</i>

19. What must you do if you find faulty equipment, tools, or materials?

- I understand that I need to be reliable and always do jobs/activities to the best of my ability.

Policy Owner: Director of Safeguarding

Date of Publication: September 2024

Policy: Work Experience Policy

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- I will try to show initiative and work well with other staff/employees at my placement.
- I understand that I must not leave the placement during working hours without permission and if I need to leave, for any reason, I must get permission from my parents/carers or school.
- If I have any worries or problems, I will discuss them with my workplace supervisor first but I know that I can also telephone my school placement tutor/coordinator.
- I have completed this form with my school tutor and workplace supervisor and understand what is expected of me and of the employer/workplace provider.

Signed:

.....	Learner	Date
.....	Tutor	Date
.....	Supervisor	Date

Data Protection Act 1998: The data you have provided on this form will be used by the organisation for the purposes of improving the work experience process in terms of learning, support and guidance and health and safety. The data will be stored securely and only used for the purpose(s) originally intended.

**APPENDIX 3 – RA05 – WORK EXPERIENCE COLLEGE PLACEMENT RISK ASSESSMENT OFG
TEMPLATE**

Section One: To be completed by either the parent, carer, teacher or social worker on behalf of the person supported/young person

TRAINEE DETAILS	
Name	
Age (at time of work experience/college placement)	
Support needed (for example, 1:1, visual support, verbal prompts)	
Emergency Contact Name	
Emergency Contact Number	

Details of any relevant learning/ behavioural difficulties, disabilities or medical/health conditions that may be restrictive or require special consideration prior to the young person starting their work experience/college placement. Please include any information regarding the young person's acceptance of using protective clothing such as gloves, hard hats or safety boots.

Does the young person have an understanding of danger? For example, awareness of traffic, use of tools, dangers from woodworking equipment or gardening equipment, ability to accurately judge and respond to potentially hazardous situation. ***Please provide full details below***

Section Two: To be completed by the work placement employer (provider/College)

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DETAILS OF WORK EXPERIENCE/COLLEGE PLACEMENT	
Business Name	
Work Placement Address	
Work Experience Supervisor/College Tutor	
Contact Details	
Date of commencement of Work Experience/college placement	
<p>Work placement providers/colleges should ensure they attach a copy of their Health and Safety policy, Safeguarding Policy (if applicable), Safer Recruitment Policy (if applicable), Estyn/Ofsted report (if applicable) and Employers Liability Insurance with this risk assessment. If you are unable to provide these please outline why below:</p>	

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Activities the student will be undertaking while on placement (List tasks below, including any machinery and substances to be used)	Hazards and potential risks associated with the activity	Proposed action to control risks including the supervision ratio for the young person and whether this will be provided by the employer/college (note the most effective risk controls first)	Training, instruction and/or supervision required for this activity (including use of PPE)
Example – manual <u>handling</u> , <u>woodworking</u>	Injury or strain to person supported from manual <u>handling</u> , <u>Cuts</u> /amputations/ entanglement/impact injuries/dust inhalation– from using woodworking equipment,	<ul style="list-style-type: none"> Assess all proposed tasks to ensure no manual handling which may present significant risk is undertaken by the young person Where manual handling tasks have existing risk assessments and controls, the young person will be shown how to complete the task safely Schedule regular breaks for repetitive tasks All staff are trained and competent in safe manual handling techniques 1:1 supervision by qualified tutor when using woodworking tools Wearing PPE – safety glasses/gloves footwear <u>etc.</u> (state grade required) Note that any equipment deemed safe to use by the person must be supervised by a tutor/supervisor who is competent in the use of the equipment themselves (as relevant) 	Young person will be instructed in safe manual handling and risk control measures Other tasks will be assessed by the supervisor and discussed with the person supported and/or their care provider/parent prior to commencing them.

Are there any hazards that present additional risks to a young or inexperienced person? <i>Include any which are brought into being especially because of the young person's lack of knowledge and/or experience; or the that a young person's body has not fully developed; or those associated with a lack of maturity for example - a young person is more likely to take risks; respond to peer group pressure; be over enthusiastic; or those as a result of medical conditions – autism/any learning/ behavioural difficulties, physical disabilities or other medical/health conditions</i>	List any additional control measures required below <i>Include any additional control measure specifically to minimise the risk to the young person e.g. maximum number of young <u>person</u> to avoid horseplay, supervisor/tutor supervision ratio</i>	List any tasks that the young persons will NOT be permitted to carry out <i>These should include those which any learning/ behavioural difficulties, disabilities or medical/health conditions detailed will prohibit, including those that cannot be undertaken as a result of the person lack of tolerance to wearing PPE. Any statutory provisions e.g. fitting of abrasive wheels, operating machines/ vehicles that require specific training and authorisation. In other <u>cases</u> specify prohibitions where the risk cannot otherwise be adequately controlled.</i>

+

DECLARATION

On behalf of the work placement provider/College, I confirm that all risks associated with the person supported/young person undertaking work experience within the organisation have been appropriately assessed and will provide an appropriate and safe environment for the person supported/young person to undertake the placement activities.

Name

Signed

Date

As the parent/carer/teacher of the person supported/young person I am satisfied that work placement provider/college is providing an appropriate and safe environment for the person supported/young person

Name

Signed

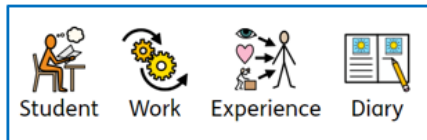
Date


APPENDIX 4 – THE TOWER SCHOOL WORK EXPERIENCE BOOKLET


Student work experience diary - The Tower School

The Tower School

Name:



This book must be taken to your work placement and be signed by your supervisor every day. 

You must fill in each diary sheet thoroughly at the end of every day. 

This book must be returned to Ellen after your placement has been completed.



When you are at your work experience placement, you must not use your mobile phone whilst you are working.

It should be kept in your bag.

Do not share your personal details with anyone at your work placement.

All social media should be switched off.

Student work experience diary - The Tower School


Health and Safety Questionnaire

To be completed by student on your first day

Student Name:	
Placement name and address:	
Telephone No.	
Date started:	

What is the name of your supervisor?	
Where is the Health and Safety Law poster sited?	
Who is the appointed First Aider on site or the person responsible for your first aid?	
Where is the First Aid box situated?	
Where is the accident book kept?	
Who would you report an accident to?	
How do you raise the fire alarm?	
Who do you report a potential hazard to?	

Student work experience diary - The Tower School

Whilst on your work placement you will be expected to attend all days agreed and have excellent punctuality. 

You must make sure that you contact the school if you are sick and cannot attend.

You must remember that whilst out on work placement you are still the school's responsibility and have a duty to be responsible for all actions.



Important information

Work experience placement name and address:	
Contact Name:	
Work Experience Dates:	
Emergency School Contact:	
Your Working Hours:	

Student work experience diary - The Tower School

Where are the fire exits?	
Where is your fire assembly point?	
Where are the toilet facilities?	
What number do you ring in case of emergency?	
What PPE are you required to wear? (if any)	
Where is your point of safety?	

Student signature:	Date:
Supervisor signature:	Date:
Provider signature:	Date:

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Work Placement Diaries

During your work experience placement you will be required to complete a diary to record what you do each day.

You should record the following:

- New skills you have learnt
- Tools and equipment used
- What you enjoyed doing and what you didn't enjoy doing

Weekly Work Experience Diary - Example

Date:

1) Tasks completed and who you are working with

- Cleaning out the meercats cage
- Prepared the tortoise food
- Swept the enclosures

2) New skills you have learnt

- Multi-tasking: sweeping the floor and checking the food trays
- Editing animal care plans

3) Tools and equipment used

- Broom
- Rake
- Measuring scales

Weekly Work Experience Diary

Date:

1) Tasks completed and who you are working with

2) New skills you have learnt

3) Tools and equipment used

4) What I enjoy the most and least with reasons why.

- I really enjoyed preparing the food for the tortoises
- I liked thinking about how to improve the care plans for the animals – I liked making suggestions and seeing how my ideas could make a difference

Employer comments:

- 'Student' was very helpful today, they were able to problem solve when the meercats were not going back into their enclosure when they were trying to clean the enclosure.

4) What I enjoy the most and least with reasons why.

Employer comments:

Employer signature:

Date: