

2024

Work Experience Policy

Adopted by Board of Governors on:
To be reviewed on:



Introduction and Rationale

The work experience programme implemented within Ardmore House Special School reflects the school's educational aims as part of a quality Careers Education Information Advice and Guidance (CEIAG) programme. Within this Work Experience Policy, we have indicated a clear statement of how the school will manage the aims and objectives of the work experience programme and sets out monitoring and evaluation procedures for the programme.

The *Work Experience Arrangements for Controlled, Maintained and Irish Medium Schools 2019 (WEA 2019)* developed by the Education Authority (EA) is a mandatory requirement for all controlled, maintained, and Irish medium schools within Northern Ireland who engage in a work experience programme. It is the responsibility of Ardmore House Special School to organise work experience and be satisfied that it adheres to these arrangements.

Visit EA website to view a copy of the *WEA 2019* available at [WEA 2019](#)

This Work Experience Policy will outline how Ardmore House Special School will implement the *WEA 2019*. If these arrangements are not implemented in full, EA may not be in a position to provide indemnity.

The Board of Governors of Ardmore House Special School has adopted the *WEA 2019* and has agreed that this school Work Experience Policy meets the individual needs of all pupils within our care.

Work experience is defined in paragraph 63 (3) of the Education and Libraries (NI) Order 1986 as follows:

“the participation of children in employment in industrial, commercial, public authority and statutory undertakings, the object of which is to give the children a greater understanding of the conditions, disciplines and relationships of those undertakings”.

Educational Outcomes of Work Experience

It is envisaged that a pupil who embarks on a work experience placement as part of their Careers education in Ardmore House Special School will work towards fulfilling the following outcomes.

At Ardmore House Special School the aims and objectives of the work experience programme are as follows:

- To achieve success in their work experience placement.
- To gain a greater understanding and appreciation of the world of work.
- To increase their motivation.
- To build positive relationships.
- To develop an awareness of the risks in the workplace and the strategies to use to ensure they are not at risk.
- To promote our school in the wider community.
- To build self-esteem and confidence.
- To recognise the responsibilities of adult life.
- To enhance their employability skills
- To develop their transferable skills.
- To develop their knowledge and understanding of the world of work.
- To give relevance to their learning.

Pupil Entitlement

Ardmore House Special School strives to ensure pupils are supported in finding quality work placements that match their individual needs, abilities, aptitudes, and age. There are different types of work placement available to pupils.

- **Block release** – This type of placement normally involves the pupil attending work placement for a continuous period of up to 10 days.
- **Extended Placement** – This type of placement involves the pupils attending work placement a number of days per week up to a total of 60 days over 2 academic years at key stage 4 (it is recommended that no more than 30 days placement to be taken in any year). School must ensure that they comply with the criteria that are designed to safeguard students' entitlement to a broad and balanced curriculum. It is therefore unlikely that extended work experience of more than 2 days a week will meet this requirement.
- **Tailored Placements** - This type of placement is designed to meet the specific personal or curricular needs of an individual pupil and is likely to involve one of the following:
 - supplementary day release.
 - short term sampling progressing to a longer placement or sampling in a series of placements.
 - work experience which best meets the needs of the pupil designed as part of an agreed programme by a multidisciplinary team and with parental agreement. This programme should support pupils in meeting their vocational aspirations as part of their personal development planning.

Work Experience in Ardmore House Special School is organised in compliance with Article 63 (2) of the Education (Northern Ireland) Order 1998. Pupils are eligible to participate in work experience as follows:

- in the school year in which they cease to be of compulsory school age.
- in the school year immediately preceding that year.

Framework for Placements

Ardmore House Special School is indemnified by EA on the understanding that the requirements of the WEA 2019 are implemented in full. The factors pertaining to all types of placements referenced below are from Section 5.2 of the WEA 2019.

Ardmore House Special School takes account of the factors below before agreeing to any placements:

The following factors pertain to all types of placement. They have been put in place in order to meet requirements set down in legislation and for the general health, safety, and welfare of pupils.

- (a) *Pupils must not be paid for work undertaken as part of the school's work experience arrangements.*
- (b) *Under normal circumstances pupils must not be asked to work outside the hours of Monday to Friday 9.00am to 5.00pm unless there are justifiable reasons to the contrary, **alternative arrangements must be agreed between the school, those with parental responsibility, the pupil and the employer; these should be noted on the employer consent form.***
- (c) *Under no circumstances should pupils be asked to work more than 36 hours per week; this does not include travel or lunch breaks.*
- (d) *Pupils should not work for more than 5 days in any consecutive 7-day period.*
- (e) *Pupils must not drive, manage, control, or move mechanically propelled vehicles of any description.*
- (f) *Pupils should not normally be placed in an establishment where they have a part-time job or with those who have parental responsibility.*
- (g) *EA does not permit young people under the age of 18 to undertake work placements:*
 - *in a tattoo studio.*
 - *in a body piercing studio.*
 - *on water (for example small boat, fishing boat, trawler etc.);*
 - *in the air (for example hot air balloons, helicopters, gliders etc.);*
 - *in gambling locations – amusement arcades, betting shops, casinos;*
 - *behind the bar of public houses selling alcohol;*
 - *in an off-licence;*
 - *with businesses selling or using guns – e.g. gun shop, gamekeeper;*
 - *in a fireworks outlet or a company managing a fireworks display*
 - *at any height e.g., at window cleaning or on scaffolding; or in confined spaces, e.g., storage tanks and mines; or with dangerous substances;*
 - *e cigarette/vapour shops;*
 - *labouring on a building site.*

- (h) Working in an abattoir – placements for pupils aged 16 years and under is not permitted. Placements for pupils in years 11 and 12 may be appropriate in certain circumstances, though duties should be restricted, and a thorough risk assessment must be undertaken.*
- (i) For pupils undertaking work experience as part of collaborative arrangements or organised by an external provider, pupils must be indemnified by their registered school.*

This list is not exhaustive and there may be some exceptions to some of the above. The school will contact EA if they have any queries regarding appropriate placement provision.

(Section 5.2 WEA 2019 pgs. 8-9)

Planning and Implementation of the Work Placement

In advance of placing a pupil in a work experience setting it is the responsibility of the school to ensure that the following procedures are implemented. The teacher in charge of CEIAG takes responsibility for ensuring the required planning and procedures are in place.

1. Prior to Placement (see Section 7.1 WEA 2019 pg. 13)

- All relevant consent documentation in place.
- Indemnity form.
- Risk assessment.
- Child protection checks.

2. Preparing Pupils (see Section 7.2 WEA 2019 pg. 14)

- Pupils will have all knowledge, skills and understanding to complete their work placement to the best of their ability.
- Pupils will be aware of the following: -
 - The name and location of placement.
 - The name and position of the person to whom they will be responsible.
 - The nature of the work to be undertaken.
 - Anticipated learning outcomes.
 - The hours of work including start and finish times.
 - A contact person in the school should any problems arise.
 - Personal safety issues and practices.
 - Health and safety responsibilities in the workplace.
 - Appropriate behaviour in the workplace.
 - The importance of confidentiality.

3. Monitoring Visits (see Section 10 WEA 2019 pg.18)

As per Section 10 EA WEA 2019:

'THE ROLE OF THE SCHOOL DURING PLACEMENT:

As part of the monitoring of students whilst on work experience it is essential that pupils are visited at least once by a member of the teaching staff or the work experience coordinator whilst on work placement. Schools should ensure that:

*(a) pupils on **block placement** are visited at least once;*

*(b) pupils on **extended placement or tailored placement** are visited monthly;*

*(c) other appropriate personnel, for example education welfare officer, social worker or probation officer and/or project worker, may visit pupils on a **tailored placement** as well as the school; details of the visit must be shared with the school.*

4. Post Placement – debrief, review and evaluation (see Section 11 EA WEA pg. 19-20)

After the placements are complete pupils will have the opportunity for a debrief which will involve the teacher in charge of CEIAG. The learning will be recorded by both teacher and pupil. Things to consider during debrief: -

- Pupils take on board employers feedback i.e. an evaluation of their performance.
- Pupils identify and evaluate what they have learned.
- consider how it relates to and can support learning within a range of curriculum areas.
- recognise how the skills developed are transferable to other areas of their life.

Ardmore House Special School endeavours to ensure pupils are supported in finding quality placements that match individual needs, abilities, aptitudes, and age. To ensure this happens monitoring and evaluation procedures are in place; which include feedback from pupil / employer / parent / teachers.