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Contributors	Rob Arrowsmith		
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Note	This policy must not be amended without prior approval of the Education Director		

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1. Supporting Documents

- This policy connects to the SEND policy (EDU.POL.022), the PSHE & RSHE policy (EDE.POL.003), the Curriculum policy (EDU.POL.008) and the school's arrangements for looked after children.

Related policies are held within RADAR in the School's policy folder.

2. Introduction

At Sunny Hill School we believe that every pupil, whatever their needs or starting point, is entitled to high quality careers education that opens doors rather than closing them. We are a special school community and many of our pupils follow complex and individual pathways. Our careers provision is personalised, ambitious and built on the belief that every young person can move on to a positive and fulfilling destination. This policy sets out how we prepare pupils for life after school and the standards we hold ourselves to.

3. Aim & Scope

Keys

This policy applies to all staff, pupils, parents and carers, and the external partners who support careers provision Sunny Hill School It aims to:

- give every pupil access to accurate, up to date and impartial careers guidance that helps them make informed choices and fulfil their potential
- deliver a planned and progressive careers programme from Year 7 onwards that is matched to each pupil's needs, aspirations and stage of development
- link careers learning to the curriculum, to real world skills and to current labour market information
- provide meaningful encounters with employers and the workplace, and access to further education, higher education and training providers
- support smooth transition into post 16 and post 18 education, employment or training, reducing the risk of any pupil becoming not in education, employment or training
- tie careers guidance closely to each pupil's EHCP outcomes and preparing for adulthood planning

4. Abbreviations and Definitions

- CEIAG means careers education, information, advice and guidance.
- The Gatsby Benchmarks are the eight national benchmarks of good career guidance that Sunny Hill School uses to plan and evaluate its provision.
- Preparing for adulthood means the planning that supports pupils with SEND towards employment, independent living, good health and community inclusion, beginning in the EHCP review from Year 9.
- NEET means not in education, employment or training.

5. Policy Content

5.1 Principles and Approach

We hold high aspirations for every pupil and do not limit a young person's horizons because of their needs or history. Our guidance is impartial. We act in the pupil's best interests, not in the interests of any particular provider or pathway. Provision is personalised. We plan around each pupil's strengths, interests, EHCP outcomes and barriers. Careers learning is progressive and starts early, building year on year from Year 7. We work in partnership with families, employers, colleges and external advisers, because good transitions are built together.

5.2 Our Careers Programme

The Gatsby Benchmarks

At Sunny Hill School we use the eight Gatsby Benchmarks to plan and measure the quality of our careers provision. We review our position against each benchmark at least annually and use the findings to improve.

A progressive programme

Keys

Careers learning runs from Year 7 to post 16 and builds year on year. It is adapted to each pupil's needs and stage of development.

- In Years 7 to 9, pupils build self awareness, explore the world of work and begin to link the curriculum to careers.
- In Years 10 and 11, pupils take part in individual guidance meetings, work related learning and supported encounters with employers and providers, and begin detailed transition planning.
- Post 16, the focus is progression into further education, employment, training or a supported pathway, with personalised support and provider liaison.

Impartial guidance and provider access

Every pupil has access to impartial careers guidance, including support from a qualified external careers adviser, particularly in Years 10 and 11. We give providers of further and technical education and apprenticeships opportunities to talk to pupils about their offer.

Encounters with employers and the workplace

We arrange meaningful encounters with employers and experiences of the workplace, adapted to each pupil's needs. Where a traditional placement is not appropriate, we use supported, flexible and in school alternatives so that no pupil is left out of work related learning.

Pupils with SEND and other vulnerable groups

Careers guidance is tied to each pupil's EHCP outcomes and preparing for adulthood planning, which begins in the Year 9 review. We give particular attention to pupils with EHCPs, looked after children, care leavers and other vulnerable pupils, working with the SENCO, families, social workers and external agencies to plan transitions and to use accessible resources and communication. Careers guidance will be delivered in accessible formats appropriate to pupils' communication, cognition and sensory needs.

5.3 Recording, Monitoring and Reporting

Pupil careers activity, guidance meetings and destinations are recorded on Arbor. We track the destinations of leavers and review the proportion progressing to positive post 16 and post 18 outcomes. The Careers Lead evaluates the programme at least annually against the Gatsby Benchmarks and pupil outcomes, and reports to the headteacher and the Proprietor and Governors. The school seeks to track destinations for at least one year following transition wherever this information is available.

5.4 Equality and Inclusion

At Sunny Hill School this policy is applied fairly and without discrimination, in line with the Equality Act 2010. We monitor the impact of this policy on pupils with

Keys

protected characteristics and adapt our practice to remove disadvantage. Any concern that this policy disadvantages a pupil or group should be raised with the headteacher.

6. Responsibilities

6.1 Pupils

Pupils engage with careers activities, guidance meetings and work related learning, and share their aspirations and views so that support can be shaped around them.

6.2 Staff

Staff embed careers learning in their teaching where relevant, support pupils through guidance and transition, and help maintain a culture of high aspiration.

6.3 Leadership

The headteacher ensures this policy is implemented, that staff are trained, and that the programme is resourced and evaluated. The Careers Lead completes and reviews the Compass+ evaluation tool annually.

6.4 Governance

The Proprietor and Governors provide oversight of careers provision, monitor pupil destinations and hold leaders to account for the quality of the programme.

6.5 Parents and carers

Parents and carers work in partnership with the school, take part in transition and EHCP reviews, and support their child to engage with careers activities.

6.6 Named leads

The named lead for careers at Sunny Hill School is Rebekkha Weaver SENCO, who works with the Careers Lead to support pupils with SEND.

7. Training Requirements

Staff involved in careers receive training to keep their practice current and compliant, and new staff cover this policy and the careers programme at induction. The Careers Lead maintains the professional knowledge needed for the role.

8. Equality Impact Statement

All policies will be developed and implemented in a manner that promotes equality, diversity, and inclusion, ensuring fair and equitable treatment for all individuals. Policies must align with relevant equality legislation and reflect the expectations and standards set by our regulatory bodies. They will demonstrate a commitment to eliminating discrimination, advancing equality of opportunity, and fostering an inclusive environment that respects and values the diverse needs, backgrounds, and experiences of those we support, as well as our workforce.

9. Sources of Information / References

This policy reflects current statutory guidance and legislation, including:

- The Education (Independent School Standards) Regulations 2014, standard 2(2)(e), which requires that pupils receiving secondary education have access to accurate, up to date careers guidance that is presented impartially, enables informed choices about a broad range of options and helps them fulfil their potential
- Independent School Standards: guidance for independent schools (DfE, April 2026), which confirms that this standard applies to pupils aged 12 and over and that a written careers policy and supporting materials are required
- The Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years (2015), on preparing pupils with SEND for adulthood and reviewing EHCP outcomes from Year 9
- Careers guidance and access for education and training providers (DfE statutory guidance, May 2025) and the updated Gatsby Benchmarks adopted from September 2025, which Sunny Hill School follows as best practice
- The Equality Act 2010, including the duty to make reasonable adjustments so that all pupils can access careers support

10. Version Control

This document can also be found in the following locations and should be amended in the following (ie. Circle, Nourish, Radar):

This policy is reviewed annually, or sooner if legislation or statutory guidance changes. The next review date and version history are recorded in the control table above. The named owner for review at Sunny Hill School is the headteacher.

11. Appendices

11.1 Appendix A: School-Specific Annex

The Head completes this annex with local detail. Everything in this annex is school personalisation. At Sunny Hill School the following local arrangements apply:

- the named Careers Lead and SENCO, Rebekkha Weaver 01384 982 420
- **Local Colleges, Specialist Providers, Training Providers and Employer Partners**
- Sunny Hill School supports learners and families to explore a range of specialist and mainstream post-16 pathways that meet individual strengths, aspirations and support needs.
- **Specialist Further Education and Post-16 Providers**
 - Victoria School Post-16 Provision
 - The Brier School Post-16 Provision
 - Pens Meadow School Sixth Form
 - Old Park School Sixth Form
 - Sunfield Specialist School and Children's Home
 - Specialist independent colleges where appropriate
 - Residential specialist college placements where identified through EHCP processes
- **Mainstream Further Education Providers**
 - Dudley College of Technology [dudleycol.ac.uk]
 - Dudley Sixth Form [[Dudley Sixth](#)]
 - LD6 SEN Pathways and Supported Learning Programmes [ldtraining.ac.uk]
- **Employment and Training Providers**
 - Connexions Dudley Careers Service [dudley.gov.uk], [dudley.gov.uk]
 - Dudley College Supported Internships [dudleycol.ac.uk], [dudley.gov.uk]
 - Mencap Training Academy Supported Internships [dudleyci.co.uk]
 - Local supported employment providers
 - Supported Internship programmes for young people with EHCPs
 - Preparation for Adulthood services within Dudley Local Offer [dudley.gov.uk], [dudley.gov.uk]
- **Employer and Community Partners**
 - Where appropriate, learners will engage with:

Keys

- Local businesses
- Community organisations
- Charitable and voluntary sector providers
- Leisure and community services
- Supported employment providers
- Health and social care services
- Our aim is to ensure every learner can access an ambitious and personalised pathway towards:
 - Employment or meaningful occupation
 - Independent living
 - Community inclusion
 - Good health and wellbeing
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11.2 Appendix B: Careers Programme Overview

This is the school's stage by stage careers programme. The Head adapts it to reflect the opportunities and resources available at Sunny Hill School

Year group	Careers focus	Key activities	External engagement
Year 7	Introduction to careers, self awareness, skills identification	PSHE lessons on aspirations, skills audits	Visits from local professionals
Year 8	Exploring career options and the world of work	Workshops on different sectors, employer talks	Work experience taster sessions where appropriate
Year 9	Linking the curriculum to careers, employability skills	Project work linked to vocational options	College and training provider visits
Year 10	Work experience and career pathway planning	Individual guidance meetings, careers fairs	External careers adviser sessions
Year 11	Transition planning and post 16 options	Mock interviews, CV writing workshops	Supported visits to colleges and providers
Post 16	Progression into education, employment or training	Personalised support, employability skills	Liaison with employers and apprenticeship providers

11.3 Appendix C: Local Partnerships and Providers

The Head keeps this list current at Sunny Hill School

- Colleges and training providers, with contact details
- Employers and work experience providers, with sector and contact details
- Independent careers adviser or external careers service, with contact details
- Local authority careers and transition contacts

11.4 Appendix D: SEND and Vulnerable Pupils Support

At Sunny Hill School careers support for pupils with SEND and other vulnerable groups is planned as follows:

- identification, working with the SENCO and key workers to identify pupils with SEND, looked after children, care leavers and other vulnerable pupils, and reviewing EHCPs and personal education plans
- personalised support, providing careers guidance matched to each pupil's abilities, interests and needs, developing transition plans with families, social workers and agencies, and using accessible resources and communication
- monitoring, reviewing the progress and engagement of vulnerable pupils and adjusting support as needs change

11.5 Appendix E: Monitoring and Evaluation

The Careers Lead at Sunny Hill School evaluates the programme using:

- destinations data, the proportion of leavers progressing to education, employment or training
- progress against each pupil's personalised careers and EHCP outcomes
- pupil, family and employer feedback on careers activities
- an annual review of the school's position against each Gatsby Benchmark

SUNNY HILL SCHOOL

Work Experience Offer

Internal and External Work Experience Placements

Academic Year:	
Review Date	
Completed by:	

Contents

1. Introduction
2. Our Vision
3. Student Entitlement
4. Internal Work Experience Placements
5. External Work Experience Placements
6. Preparation for Adulthood
7. Personal Development
8. Quality Assurance
9. Health, Safety and Safeguarding
10. Measuring Impact
11. Annual Review

1. Introduction

At Sunny Hill School, work experience forms an integral part of our Careers Programme, Personal Development Curriculum and Preparation for Adulthood offer.

We believe that all students should have access to meaningful and aspirational workplace experiences that help them develop the knowledge, skills and confidence required for adult life.

Work experience opportunities are personalised to meet individual needs and aspirations and are designed to support Education, Health and Care Plan (EHCP) outcomes, future pathways and long-term ambitions.

2. Our Vision

Our work experience programme is designed to provide meaningful, person-centred opportunities that recognise and build upon each student's unique strengths, interests, preferences and aspirations. Through community-based experiences, we aim to:

- Empower students to explore their interests, strengths and future possibilities.
- Value and build upon individual communication styles, learning profiles and lived experiences.
- Support students to apply and generalise skills developed at Sunny Hill within real-life community and workplace settings.
- Develop skills for adulthood, including communication, problem-solving, self-advocacy, collaboration and participation.
- Promote autonomy, choice-making and increased independence wherever appropriate.
- Foster confidence, self-esteem, wellbeing and a positive sense of identity.
- Encourage belonging, inclusion and active participation within the local community.
- Provide meaningful and accessible experiences that reflect students' individual goals and aspirations.
- Support successful transitions into adulthood, with outcomes tailored to each student's needs and ambitions.
- Prepare students for a range of future pathways, including further education, training, supported internships, volunteering, community participation and employment where appropriate.
- Enable students to be recognised as valued contributors to their communities and society.

Sunny Hill School's work experience programme supports the Gatsby Benchmarks by providing students with personalised and meaningful opportunities to develop employability skills, explore career pathways and experience the world of work. Through carefully planned internal and external placements, students engage with employers and workplace environments, apply skills learned across the curriculum, and develop confidence, independence and career aspirations.

Work experience is tailored to individual interests, strengths and EHCP outcomes, ensuring that all students receive appropriate support and guidance to help them make informed decisions about their future education, training and employment pathways, contributing particularly to Gatsby Benchmarks 1, 3, 4, 5, 6 and 8.

3. Student Entitlement

All students will have access to:

- Careers education and workplace preparation.

Keys

- Opportunities to develop employability skills.
- Encounters with employers and employees.
- Meaningful work-related learning activities.
- Internal and/or external work experience opportunities appropriate to their needs.
- Opportunities to reflect upon and evaluate their experiences.
- Support to identify future education, training and employment pathways.
- Reasonable adjustments and individualised support will be provided to enable all students to access work experience opportunities.

4. Internal Work Experience Placements

Purpose

Internal placements provide structured opportunities for students to develop workplace skills within a familiar and supportive environment before progressing to community-based experiences where appropriate.

Internal Placement Opportunities

Placement	Sunny Hill School
Site and Grounds Assistant	
Description of Activities	Skills Developed
Tasks: Watering plants in the Discovery Garden; Weeding raised beds; Planting seeds and seasonal flowers; Sweeping paths and outdoor areas; Collecting litter; Filling bird feeders; Tidying outdoor learning spaces; Assisting with basic maintenance tasks	Responsibility Following instructions Physical skills Environmental awareness.

Reception Assistant	
Description of Activities	Skills Developed
Tasks: Meet and greet visitors; Welcome parents carers and visitors; Deliver	Responsibility Following instructions

Keys

messages around school; Prepare visitor badges; Replenish information leaflets; Help organise reception displays	Communication Customer service Confidence Pride in the workplace
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Peer Mentor	
Description of Activities	Skills Developed
Tasks: Welcome pupils into class; Model positive behaviour; Assist pupils during playtimes; Help new learners access activities; Support transitions around school	Leadership Friendship Communication Empathy Confidence

Classroom Resource Assistant	
Description of Activities	Skills Developed
Tasks: Prepare classroom resources; Photocopy; Organise stationery; Assist with the mobile library; Set up activities before lessons; Help tidy classrooms at the end of the day	Organisation Attention to detail Teamwork Confidence

Catering and Snack Trolley Assistant	
Description of Activities	Skills Developed
Tasks: Prepare snack trolleys for classes; Deliver snacks to classrooms; Set up dining areas ; Help serve lunches; Chop and prepare vegetables (under supervision); Clear tables after lunch; Wipe tables and food preparation areas	Responsibility Following routines Food preparation Food safety Hygiene awareness Teamwork

5. External Work Experience Placements

Purpose

External work experience placements provide students with opportunities to develop their skills and understanding within real workplace environments. These placements enable students to transfer and generalise the functional, social and employability skills they have learned at Sunny Hill School into meaningful community settings. Through participating in workplace activities, students gain an understanding of employer expectations, workplace routines and appropriate professional behaviours. Work experience also promotes increased independence, confidence and self-esteem, while fostering a sense of belonging, inclusion and active participation within their local community and wider society.

External Placement Opportunities

Placement	Brierley Hill Library
Address:	Brierley Hill Library, 122 High St, Brierley Hill DY5 3ET
Description of Activities	Skills Developed
Welcome and Customer Service Support Tasks: Smile and greet visitors; Hand out event leaflets or lanyards	Social communication Confidence Customer service awareness.
Book Shelving Support Tasks: Carrying a small selection of books in a basket; Handing books to staff for final placement.	Sorting Matching Attention Following routines Community participation.
Organising Books Tasks: Straightening books; Placing books face-forward.	Organisation Responsibility Pride in the workplace
Preparing Returned Books	Attention Handling materials appropriately Assisting others Responsibility

Keys

Tasks: Checking returned books; Adding books to sorting trolleys.	
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Placement	Warren Hall Riding School
Address:	<u>Warrens Hall, 218 Oakham Rd, Oldbury B69 1PY</u>
Description of Activities	Skills Developed
<p>Horse Care Assistant Tasks</p> <p>Tasks: Grooming horses using brushes and grooming mitts; Assisting with putting away grooming equipment.</p>	<p>Following instructions Responsibility Fine and gross motor skills Animal care awareness.</p>
<p>Feeding Support</p> <p>Tasks: Preparing feed buckets; Carrying feed to stables; Filling hay nets (where safe and appropriate); Refilling water buckets</p>	<p>Following routines Counting and measuring Responsibility Teamwork.</p>
<p>Stable Management</p> <p>Tasks: Mucking out stables alongside staff; Filling wheelbarrows with bedding or waste; Sweeping stable areas; Replenishing bedding materials.</p>	<p>Physical activity Perseverance Workplace responsibility Health and safety awareness.</p>
<p>Yard Maintenance</p> <p>Tasks: Sweep pathways and yard areas; Collect litter; Tidy equipment storage areas.</p>	<p>Independence Organisation Taking pride in the workplace.</p>

6. Preparation for Adulthood

Work experience contributes to all four Preparation for Adulthood pathways.

PfA Pathway	How Our Work Experience Offer Supports This
Employment	Students develop essential employability skills through meaningful workplace roles, including following instructions, completing tasks, communicating with colleagues and members of the public, working as part of a team, understanding workplace expectations, and building confidence in a range of vocational environments.
Independent Living	Students practise independence by following routines, managing personal responsibilities, travelling within the workplace, making choices, solving problems, handling equipment safely, and developing self-confidence in unfamiliar environments.
Community Inclusion	Placements enable students to become active participants in their local community by engaging with employers, colleagues, customers and volunteers. Students build social skills, develop relationships outside of school, and increase their awareness of community resources and opportunities.
Good Health	Work experience promotes physical and emotional wellbeing through active participation, developing resilience, increasing self-esteem, experiencing achievement, following health and safety procedures, and engaging in activities that support physical movement and positive mental health.

Intended Outcomes

Students will:

- Develop workplace skills and behaviours.
- Increase independence.
- Improve communication and social interaction.
- Build confidence and resilience.
- Develop transferable employability skills.
- Make informed choices about future pathways.

7. Personal Development

Through work experience opportunities, students are supported to develop:

Keys

Character Development

- Resilience
- Perseverance
- Confidence
- Responsibility

Employability Skills

- Teamwork
- Communication
- Problem Solving
- Time Management
- Organisation

Community Participation

- Understanding workplace culture
- Building positive relationships
- Engaging with employers
- Contributing to the wider community

Independence

- Following routines
- Making decisions
- Managing responsibilities
- Developing emotional and self-regulation skills
- Using their preferred methods of communication to express and advocate

8. Quality Assurance

Sunny Hill School ensures that all work experience opportunities are:

- Safe
- Inclusive
- Aspirational
- Individualised
- Meaningful
- Well Planned
- Regularly Reviewed
- Linked to Preparation for Adulthood Outcomes
- Appropriate to Student Needs and Aspirations

Keys

Monitoring Arrangements

- Employer feedback
- Student voice
- Staff observations
- EHCP reviews
- Placement reviews
- Destination tracking
- Preparation for Adulthood outcomes monitoring
-

9. Health, Safety and Safeguarding

All placements are subject to appropriate risk assessment and safeguarding checks where required. Sunny Hill School works collaboratively with employers, parents/carers and relevant professionals to ensure placements are safe, accessible and appropriate to each student's needs. Reasonable adjustments and support arrangements will be implemented where necessary.

10. Measuring Impact

The effectiveness of the work experience programme is evaluated through a range of measures, including student progress, student voice, employer feedback, attendance and engagement, achievement of EHCP outcomes, and the positive destinations students move on to following their placement.

10. Annual Review

Academic Year: _____

Reviewed By: _____

Date of Review: _____

Key Successes This Year

New Placement Opportunities Added

Employer Partnerships Developed

Actions for Next Academic Year

Actions	Timescale

Approval

Careers Lead: _____

Senior Leader: _____

Date: _____