



Snowflake School

‘Improving the quality of family life’

Work Experience Policy

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1. Introduction

Snowflake School is committed to improving the quality of family life through the delivery of meaningful educational experiences that prepare pupils for adulthood.

Work-related learning forms an integral part of the curriculum and supports pupils to develop the skills, confidence, independence and resilience required for adult life. Through carefully planned internal and external work-related learning opportunities, pupils are supported to explore their interests, develop employability skills and engage positively within their local community.

This policy outlines Snowflake School's approach to work experience and work-related learning and applies to all pupils accessing internal enterprise opportunities, employer encounters, community participation activities and external supported work placements.

2. Policy Statement

Snowflake School believes that every pupil should have access to meaningful and aspirational work-related learning opportunities regardless of need, diagnosis or level of independence.

Work experience is viewed as a Preparation for Adulthood pathway and contributes directly towards:

- Employment outcomes
- Independent living outcomes
- Community inclusion outcomes
- Health and wellbeing outcomes

All work-related learning opportunities are personalised, supported and designed around the individual strengths, aspirations and needs of each pupil.

3. Aims and Objectives

The aims of this policy are to:

- Prepare pupils for adulthood through meaningful real-world experiences.
- Develop employability skills through practical learning opportunities.
- Build confidence, resilience and independence.
- Support communication and social interaction skills.
- Increase community participation.
- Develop understanding of workplace expectations.
- Support achievement of EHCP outcomes.
- Promote positive destinations including further education, supported internships and employment.

4. Preparation for Adulthood and Careers Education

Work experience forms part of Snowflake School's wider Careers Education, Information, Advice and Guidance (CEIAG) programme.

The programme is aligned with:

- Preparation for Adulthood Framework
- Gatsby Benchmarks
- Skills Builder Framework
- Essentials for Living Curriculum
- ASDAN Accreditation Programmes
- EHCP Outcomes

Pupils access a graduated pathway of experiences that develops their readiness for adulthood and future employment.

5. The Snowflake Work Experience Pathway

Snowflake School delivers a structured pathway which enables pupils to develop the skills required for future employment and independent living.



Stage 1 – Classroom Learning

Pupils develop foundational employability skills through classroom activities, careers education, communication development and curriculum learning.

This stage focuses on:

- Communication
- Independence
- Emotional regulation
- Problem solving
- Teamwork
- Self-awareness

Stage 2 – Snowflake Café Enterprise

Pupils participate in the Snowflake Café Enterprise Programme which provides an internal supported work experience environment.

Activities may include:

- Customer service
- Food preparation
- Money handling
- Stock management
- Food hygiene
- Teamwork
- Communication with customers

The café provides a safe and supported environment in which pupils can practise workplace behaviours before progressing to community-based opportunities.

Stage 3 – Community Participation

Pupils engage in community-based activities that develop confidence and social understanding.

Examples include:

- Community visits
- Volunteering opportunities
- Local projects
- Social action activities
- Travel training

This stage supports pupils to develop confidence outside the school environment.

Stage 4 – Employer Encounters

Pupils are introduced to employers and workplaces through:

- Workplace visits
- Employer talks
- Careers events
- Mock interviews
- Industry encounters

These opportunities broaden aspirations and increase awareness of future pathways.

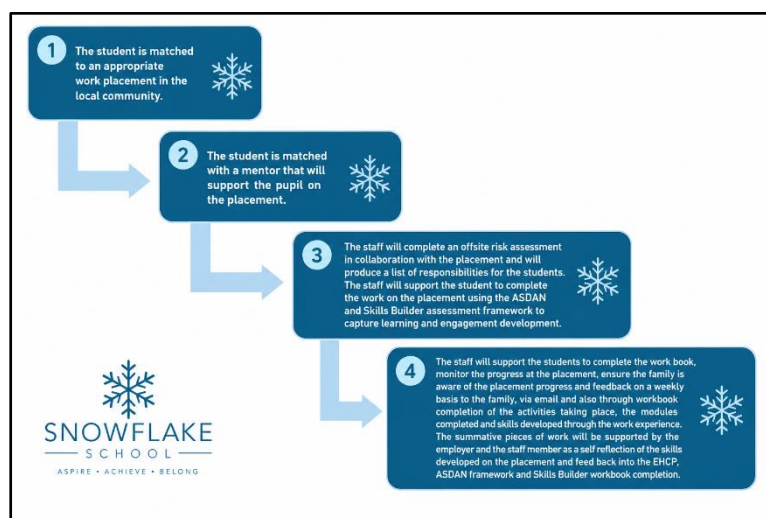
Stage 5 – External Supported Work Experience

Where appropriate, pupils access supported placements within the local community.

Placements may include:

- Charity retail environments
- Cafés and hospitality settings
- Farms and outdoor learning environments
- Community organisations
- Local businesses

Placement Process



Step 1

The pupil is matched to an appropriate placement based on:

- EHCP outcomes
- Interests and aspirations
- Communication needs
- Sensory profile
- Independence levels
- Risk assessment outcomes

Step 2

The pupil is matched with a mentor who supports their placement journey.

Step 3

The school completes a placement risk assessment in collaboration with the employer and identifies learning outcomes linked to:

- ASDAN
- Skills Builder
- EHCP targets
- Preparation for Adulthood outcomes

Step 4

School staff monitor progress throughout the placement and maintain regular communication with families.

Evidence is collected through:

- Employer feedback
- Student reflection
- Skills Builder assessments
- ASDAN workbooks
- Earwig observations
- Work experience journals

Placement outcomes contribute towards annual reviews and future destination planning.

Stage 5 – Further Education, Supported Internship and Employment

The final stage supports pupils to transition successfully into:

- Further education
- Supported internships
- Apprenticeships
- Volunteering opportunities
- Employment pathways

6. Internal Supported Work Experience

The Snowflake Café operates as an internal supported work experience provision.

The café supports pupils to develop:

- Listening
- Speaking
- Problem Solving
- Creativity
- Staying Positive
- Planning
- Leadership
- Teamwork

The café acts as a bridge between classroom learning and external work experience opportunities.

7. Roles and Responsibilities

Headteacher

Responsible for ensuring:

- Strategic oversight
- Safeguarding compliance
- Quality assurance

Careers Leader / Work Experience Lead

Responsible for:

- Placement development
- Employer engagement

- Monitoring and evaluation
- Gatsby Benchmark compliance

Class Teams

Responsible for:

- Preparing pupils
- Supporting placements
- Collecting evidence
- Monitoring progress

Employers

Responsible for:

- Providing safe experiences
- Identifying workplace expectations
- Providing feedback

Parents and Carers

Responsible for:

- Supporting attendance
- Sharing relevant information
- Supporting transition planning

Pupils

Expected to:

- Engage positively
- Follow workplace expectations
- Participate in reflection activities

8. Safeguarding, Health and Safety and Risk Assessment

All placements will be subject to:

- Employer suitability checks
- Risk assessments
- Safeguarding checks
- Emergency contact procedures

- Medical information sharing
- Reasonable adjustments
- Ongoing monitoring

Individual pupil needs will be considered at all stages.

9. Assessment, Monitoring and Evidence Collection

Evidence of progress may include:

- Earwig observations
- ASDAN evidence
- Skills Builder assessments
- Essentials for Living outcomes
- Employer feedback
- Student voice
- Parent feedback
- Work experience journals
- Photographic evidence

10. Equality, Inclusion and Reasonable Adjustments

Snowflake School is committed to ensuring all pupils can access meaningful work-related learning opportunities.

Reasonable adjustments will be made to support pupils with:

- Autism
- Communication needs
- Sensory differences
- Physical disabilities
- Medical needs
- Mental health needs
- Communication needs

11. Linked Policies

- Safeguarding and Child Protection Policy
- Health and Safety Policy

- Behaviour Policy
- Positive Behaviour Support Policy
- Careers Education Policy
- Preparation for Adulthood Strategy
- Educational Visits Policy
- Risk Assessment Policy
- SEND Policy
- Equality and Diversity Policy
- Online Safety Policy
- Attendance Policy
- Medical Needs Policy
- Curriculum Policy

12. Monitoring, Review and Quality Assurance

This policy will be reviewed annually by the Senior Leadership Team.

The effectiveness of the policy will be evaluated through:

- Destination data
- Employer feedback
- Parent feedback
- Student voice
- Gatsby Benchmark outcomes
- Preparation for Adulthood outcomes
- EHCP progress
- Quality assurance activities

Revision

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