



Provider Access Policy

Policy Owner	Sophie Evitts
Role	Deputy Headteacher
Date issued	February 2023
Chair of Governors Signature	<i>Holeman Jones</i>
Date and Minute Number	27th March 2023 minute number 945

Next review date	Reviewed Date	Reviewed By	Changes made to the policy	Date and Minute number	Chair of Governors signature
March 2025	15/03/2024	Janine Rivers	Highlighted in yellow	15/04/2024 – 1013	<i>Holeman Jones</i>
April 2025	15/04/25	Sophie Evitts	No changes	16/06/2025 - 1080	<i>Evitts</i>

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1. Aims

This policy statement aims to set out our school's arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer. It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a person who is given access

2. Statutory requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13 (see more detail in section 2.1 below).

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students.

This is outlined in section 42B of the [Education Act 1997](#), the [Skills and Post-16 Act 2022](#) and on page 43 of guidance from the Department for Education (DfE) on [careers guidance and access for education and training providers](#).

This policy shows how our school complies with these requirements.

2.1 The 6 encounters schools must offer to all pupils in years 8 to 13

Schools must offer:

- 2 encounters for pupils during the 'first key phase' (year 8 or 9)
 - All pupils must attend
 - Encounters can take place any time during year 8, and between 1 September and 28 February during year 9
- 2 encounters for pupils during the 'second key phase' (year 10 or 11)
 - All pupils must attend
 - Encounters can take place any time during year 10, and between 1 September and 28 February during year 11

- 2 encounters for pupils during the 'third key phase' (year 12 or 13)
 - Pupils can choose to attend
 - Encounters can take place any time during year 12, and between 1 September and 28 February during year 13

These encounters must happen for a reasonable period of time during the standard school day. Schools can continue to provide complementary experiences, but encounters outside of school hours won't count towards these requirements.

Schools must ask each provider to provide the following information as a minimum:

- Information about the provider and the approved qualifications or apprenticeships they offer
- Information about what careers those qualifications and apprenticeships can lead to
- What learning or training with the provider is like
- Answers to any questions from pupils

2.2 Meaningful provider encounters and Opportunities for access

Our school is committed to providing meaningful encounters to all pupils.

1 encounter is defined as 1 meeting/session between pupils and 1 provider.

Meaningful live online engagement is also an option at our school.

Employment Carousel

A number of events, integrated into our careers programme, will offer providers and ex-pupils an opportunity to come into school to speak to students and/or their parents/carers.

There are various opportunities for pupils to go and visit work places.

During parents evenings, we host a post-16 options presentation, inviting providers to speak to pupils and their families.

Employer encounters happen regularly within KS4/ KS5 cohort, where appropriate year 8 and 9 pupils are also invited.

Employers are invited to present to pupils on the real-life world of work. These sessions aim to:

- Reduce stigma attached to low skilled jobs
- Expose pupils to a wide variety of jobs and different people from the community
- Offer visits to real life employers to experience life away from school
- Provide opportunities for young people to ask questions about work and different jobs
- Provide young people with an informed offer of realistic employment opportunities and how to get there

The employment carousel currently runs on a 2 year rolling programme. This is influenced by local labour market information, pupil interests and aspirations and local job opportunities.

It is timetabled for every Thursday afternoon. This throughout the year. Additional visits to workplaces and other providers happen on other days throughout the school year.

3. Student entitlement

We recognise and carry out our duty to provide Careers Education, Information, Advice and Guidance (CEIAG), ensuring all students in years 8 to 11 (and all post 16 pupils) at Brackenfield SEND School are entitled to:

- Un-biased and up-to-date labour market information to support employment choices and to maximise skill set development

- Find out about technical education qualifications and traineeships/ supported internships opportunities as part of our careers programme, which provides information on the full range of education and training options available at each transition point which are the most aspirationally realistic for them
- Hear from a range of local providers about the opportunities they offer, including technical education and traineeships/ supported internships.
- Understand how and have support to make applications for the full range of academic and technical courses
- Obtain impartial, confidential personalised careers guidance (from employers and education providers)
- Access work experience opportunities which are realistically aspirational
- An understanding of the world of work and improve motivation
- Regular pupil centered meetings which promote pupil and parent voice when making informed careers choices

4. Management of provider access requests

4.1 Procedure

Providers include employers, colleges and alternative options at post 16. Providers can register interest by making contact with the school directly, using the contact details below. Providers may send in advertising material to be shared with parents. These will be checked for appropriateness and on a case by case basis a decision will be made on which pupils the literature would be supportive of. This is to ensure we remain aspirational realistic for the cohort and their families. The school is outwards facing and approaches providers directly if identified through research on opportunities for the cohort.

A provider wishing to request access should contact the careers team:

Strategic Careers Leader: Sophie Evitts; Deputy Headteacher

Employment Co-Ordinator: Helen Diggle

Careers Governor: Ellen Atkinson

Local Enterprise Coordinator: Charlotte Bushell

Local Enterprise Advisor: Sue Woollett

Telephone: 0115 9733710

Email: hdiggle@brackenfield.derbyshire.sch.uk

4.2 Granting and refusing access

Granting and refusing access

As outlined above, each provider will be judged on a case by case basis. Aspects to consider are:

- Geographical location in relation to where pupils live
- Accessibility of courses and flexibility of approach
- Historic evidence of meeting like for like cohorts
- Presentation of information for young people and their families
- Local authority advice and guidance

4.3 Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors. DBS checks will be made and no external visitors will be left unsupervised with young people.

Education and training providers will be expected to adhere to this policy.

4.5 Premises and facilities

All classrooms have interactive whiteboards and access to Teams. The school has a hall facility and ability to set up a conference room to facilitate providers on site. The school has transport to take pupils to locations to experience new locations as part of their careers provision.

Providers will discuss their needs to present to young people during initial discussions. Brackenfield aim to provide as many offsite experiences as possible for young people to expose them to new environments in preparation for adulthood. Advertising material can be left behind onsite, with the understanding this information will be shared with families and young people of whom the provider can meet needs.

Transitions into Post-16 and beyond

At Brackenfield SEND School, we have established a network of local providers who offer a variety of opportunities for young people within our cohort. Providers include:

- Broomfield Campus, Derby College
- Roundhouse Campus, Derby College
- Portland College
- Basford Campus, Nottingham College
- Adams Building, Nottingham College
- City Hub, Nottingham College
- Stanton Vale Sixth Form
- YMCA/Key College
- Fountains Sixth Form
- Burton College
- Kirk Hallam School
- St Andrews Sixth Form

From year 9, pupils complete their work experience log and further education guidance log to record their views and preferences for post 16. Pupils review this regularly alongside their vocational profiling tool completed as part of their employment lessons.

5. Previous providers

In previous terms/years we have invited a variety of providers from the local area to speak to our pupils.

6. Pupil destinations

Last year, our year 11 pupils moved to a range of providers in the local area after

School; Derby College, Fountains Sixth form, Portland College, Nottingham College, Stanton Vale Sixth form and St Andrews sixth form.

7. Complaints

Any complaints related to provider access can be raised following the school complaints procedure (which can be found on the school website) provideraccess@careersandenterprise.co.uk

8. Links to other policies

Outline any links to other policies you have, such as:

- Safeguarding/child protection policy
- Careers and employment policy
- Teaching, Learning and Outcomes policy
- Complaints policy

9. Monitoring arrangements

Monitoring arrangements

The School improvement plan has a dedicated objective for personal development, including making progress towards the Gatsby Benchmarks. The Gatsby benchmarks are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The School improvement plan is in the Headteacher's report to Governors. Progress can be found in the Headteacher's Report produced each MER window.

The Local Enterprise Coordinator and Local Enterprise Advisor support the school through quality assuring progress towards the Gatsby Benchmarks. This includes Deep Dives into each benchmark, providing a critical eye for detail, professional challenge and strategic ideas to move provision forward.

Labour Market Information is reviewed annually and shared with pupils, parents and staff to ensure employment opportunities are focused on aspirational, realistic and achievable employment opportunities for the young people.

The school's arrangements for managing the access of education and training providers to students are monitored by Sophie Evitts- Deputy Headteacher. This policy will be reviewed by the Deputy Headteacher and Careers Governor annually alongside the development of the School Improvement Plan. At every review, the policy will be approved by the governing board.