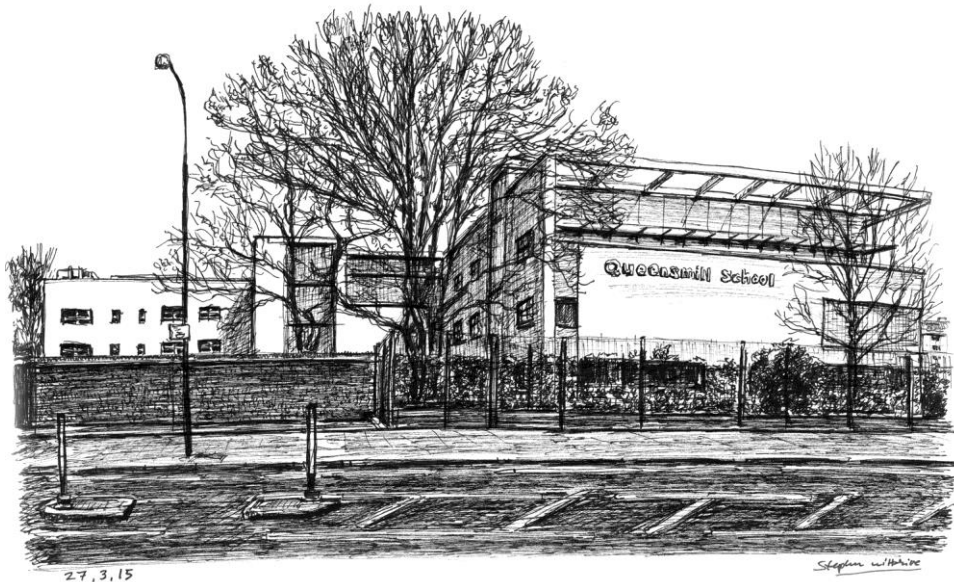




# Provider access policy statement



Approved by:	Aymeline Bel	Date: 15/06/23
Last reviewed on:	June 2023	
Next review due by:	June 2024	

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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

Queensmill School is an autism specific provision. All students on roll have an EHCP with a diagnosis of autism. Our career's programme aims to achieve the outlined encounters above, but also recognises that it

may not be accessible for all pupils. Therefore, the Queensmill School careers programme is tailored and individualised to meet each pupil's individual needs.

## **2.2 Meaningful provider encounters**

Our school is committed to providing meaningful encounters to all pupils, where appropriate.

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

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

## **3. Student entitlement**

All students in years 8 to 14 at Queensmill School, where appropriate, are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities as part of our careers programme, which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships, e.g. through activities and events such as options events, assemblies and taster events
- Understand how to make applications for the full range of academic and technical courses, with support

## **4. Management of provider access requests**

### **4.1 Procedure**

A provider wishing to request access should contact Jorge Hernando Garijo, Assistant Head and Careers Lead for Queensmill School.

Telephone: 020 8740 8112

Email: [jorgehg@thequeensmilltrust.com](mailto:jorgehg@thequeensmilltrust.com)

### **4.2 Opportunities for access**

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

Key Stage 3 – Year 7, 8, 9 - In KS3, career education typically focuses on introducing students to the concept of work and helping them develop the skills and knowledge needed to make informed decisions about their future careers. This may include learning about different jobs and industries, as well as exploring personal interests and strengths. At Queensmill School, the career education program may be tailored to meet the specific needs and abilities of autistic students. This may involve using visual aids, structured activities, and hands-on learning opportunities to help students understand and engage with the material. Some specific activities that may be included in a career education program for autistic students in KS3 include:

- Exploring a variety of career options through interactive activities, such as role-playing and job shadowing.
- Developing social and communication skills through group work and mock job interviews.
- Learning about the skills and qualifications needed for different jobs
- Participating in in-house work experience placements to gain practical experience and skills.
- Exposure to different businesses through workshops and talks
- Overall, the goal of a career education program for autistic students in KS3 is to help them build a foundation for success in the workforce and make informed decisions about their future careers.

Key Stage 4 – Year 10, 11 At Queensmill School, our careers programme in Key Stage 4 is designed to help our students develop the skills and knowledge they need to prepare for the next stage of their lives, whether that be further education, employment, or independence. To begin with, we work with our students to identify their strengths, interests, and goals for the future. This involves exploring different career options and helping them to understand what each career entails, as well as the qualifications and experience required to pursue it. Once we have an understanding of our students' aspirations, we work with them to develop a personalised career plan that outlines the steps they need to take in order to achieve their goals. This might include completing further education, gaining work experience, or developing specific skills and competencies.

To support our students in achieving their career goals, we offer a range of resources and support services, including:

- Work experience: We help our students to secure work experience placements in local businesses, giving them the chance to gain valuable hands-on experience and build their skills and confidence.
- School based work experiences – all students across KS4 and KS5 will access work experience either through a specific role in the school or through a skills workshop
- Community based work experience: Those students who are able to cope out in the public will be offered a work experience out in the community through a local business
- Exposure to different businesses through workshops and talks
- Further education: From year 10, students will be invited to attend an on-site FE/College fair where they can meet with and learn about their next steps and future pathways. Colleges will also be invited to speak to students during planned assemblies.

Key Stage 5 – Year 12, 13, 14 - Our careers program in KS5 helps our students to prepare them for their future careers. This includes information about different jobs, helping students develop skills that are needed in the workforce, and connecting students with job opportunities or internships. The goal of career program in our school is to help students in their chosen careers and become independent and self – sufficient members of society.

At the end of Key Stage 5, we make sure all of our students have participated in a range of activities, including:

- Mentorship: We work with local businesses and community organisations to provide our students with the opportunity to work with mentors who can provide guidance and support as they navigate their career journey.
- Exposure to different businesses through workshops and talks
- School based work experiences – all students across KS4 and KS5 will access work experience either through a specific role in the school or through a skills workshop
- Community based work experience: Those students who are able to cope out in the public will be offered a work experience out in the community through a local business

Further education: From year 10, students will be invited to attend an on-site FE/College fair where they can meet with and learn about their next steps and future pathways. Colleges will also be invited to speak to students during planned assemblies. From KS5, students will attend organised visits to FE/colleges.

Please speak to our Careers Leader to identify the most suitable opportunity for you.

These events will run in line with any measures related to public health incidents, including COVID-19.

### **4.3 Safeguarding**

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors.

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

#### **4.4 Premises and facilities**

- Providers will have access to interactive white boards, specialist equipment such as audio and visual devices, training rooms, meeting rooms, and other specialist rooms within the building.
- Arrangements around facilities will be made with the Careers Leader.
- Providers will be encouraged to share any resources with the Careers Leader prior to their visit with pupils in order to ensure that materials are appropriately adapted and accessible.

#### **5. Links to other policies**

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

- Safeguarding/child protection policy
- Careers guidance policy

#### **6. Monitoring arrangements**

The school's arrangements for managing the access of education and training providers to students are monitored by Jorge Hernando Garijo Assistant Head and Careers Leader.

This policy will be reviewed by Aymeline Bel, Head of School, annually.

At every review, the policy will be approved by the governing board.