

Provider Access Policy Statement



Review Date: July 2019
Review led by: C Kilroy / N. Jones

1. Aims

This policy statement sets out our school's arrangements for managing the access of education, training providers and organisations to students for the purpose of giving them information about their future options.

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

This complies with the school's legal obligations under Section 42B of the Education Act 1997. Arena Academy uses the Gatsby Benchmarks as a guide in the delivery of our Careers and Aspirations programme. As part of our commitment to informing students of the full range of employment, learning and training pathways on offer to them, we are happy to receive requests from further & higher education establishments, training providers, apprenticeships, employers and vocational educational providers to speak to students.



2. Statutory requirements

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

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.

This policy shows how our school complies with these requirements.

At Arena Academy, we would like to extend this access to businesses and organisations that could help support our students' knowledge of the range of opportunities open to them in the future. We especially welcome contact from organisations from the West Midlands growth areas identified in the latest Labour Market Information. These are:

- Manufacturing, Gaming, ICT, Construction and Energy
- Health professionals & social Work
- Transport / logistics
- Professional Services, including accountancy, solicitors
- Support Services, including therapists, interpreters
- STEAM employers (science, technology, engineering, art and maths) – combining creative talent with engineering and technology
- The Digital Skills Sector as it is predicted that in the next two decades, 90% of jobs will require some digital proficiency ('Digital Skills Crisis' The Science Committee 2016);

3. Student entitlement

All students at Arena Academy 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
- Understand how to make applications for the full range of academic and technical courses

4. Management of provider access requests

4.1 Procedure

A provider wishing to request access should contact Mrs M Batsford, Careers Leader.

Telephone: 0121 729 7310

Email: mbatsford@arena-birmingham.academy

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.

These are detailed in our Career Planning September 2018-July 2019 document in the appendix of this document and published on our website.

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

4.3 Granting and refusing access

We will always try to grant access wherever possible but may refuse based on the following criteria. Please note this list is not exhaustive and each request will be considered on a case by case basis.

- Nature of the request from provider
- The needs of the students
- The needs of the curriculum
- Number of requests received from provider
- Number of requests received for a particular cohort of students
- Timing of the academic day
- Availability in our calendar
- Impact & quality of previous interactions with our students
- Failure to pass safeguarding checks

4.4 Safeguarding

Our Safeguarding 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.

4.5 Premises and facilities

Depending on the nature of the session, providers will have access to classrooms with audio/visual equipment, and projectors. We also have a sport's hall, and a school hall which can accommodate a larger group of students.

Organisation of these facilities will take place when you contact the Careers Leader about your proposed session. Providers can leave materials such as prospectuses for the students to read but we kindly ask that this is agreed with the Careers Leader first. Such materials will be assessed for their suitability.

5. Links to other policies

This policy links to the following school policies, all of which can be accessed at these links:

- Child Safeguarding Policy: <http://arena-birmingham.academy/wp-content/uploads/2019/02/CORE-Template-Safeguarding-and-CP-Policy-Sprg19.pdf>
- Data Protection Policy: <http://arena-birmingham.academy/wp-content/uploads/2018/10/CORE-Data-Protection-Policy-UPDATE.pdf>
- Privacy Notice: <http://arena-birmingham.academy/wp-content/uploads/2018/10/CORE-Privacy-Notice-for-Pupils-and-Parents-UPDATE.pdf>

6. Monitoring arrangements

The school's arrangements for managing the access of education, training providers and organisations to students is monitored by M Batsford, Careers Leader.

This policy will be reviewed

by M. Batsford, Careers Leader and C Kilroy & N Jones, Deputy Headteachers

Appendix: Career Planning September 2018 onwards

Careers Lead: Mrs M Batsford, 0121 729-7310, mbatsford@arena-birmingham.academy



Across an academic school year, students will attend career events / days at Arena Academy. Additional events will take place throughout the year to engage students with a range of post 16, training, apprenticeship, career and university providers. In addition, businesses and organisations will be invited to share information about the range of careers available within their field, along with fact giving sessions. Such events will include opportunities such as careers talks, mock interviews, guidance sessions, enterprise workshops and visits to employers. A detailed database with all student's career aspirations allows us to carefully target our invites but most are open to all who choose to sign up.

Teams of Careers Champions, made up of enthusiastic pupils and staff from each subject area, will help support events and drive the Careers Programme forward.

Specially created PSHE Careers Lessons will take place over each academic year. World of work information will be embedded into all curriculum areas to support students in linking their learning to the world of work.

Arena Academy will measure and assess the impact of its own careers programme using the Gatsby Benchmarks and the Compass and Tracker tool, as well as using our own internal evaluations, including the opinions of providers, students, staff and parents / carers.

Year 7 <i>Exploring Opportunities / Broadening Horizons</i>	Year 8 <i>Building the Future</i>	Year 9 Opening Doors	Year 10 Step Up, Stand Out	Year 11 <i>Be prepared</i>
By the end of year 7, students will have evidence of:	By the end of year 8, students will have evidence of:	By the end of year 9, students will have evidence of:	By the end of year 10, students will have evidence of:	By the end of year 11, students will have evidence of:
<ul style="list-style-type: none"> Being able to identify a diverse range of careers from different sectors Being able to describe a variety of means of working Expressing initial preferences for career choices Identifying key skills for employability, their importance linked to the world of work & know which ones they are developing 	<ul style="list-style-type: none"> Having explored, with wider stakeholders, all possible post-14 options available to them and their further implications for post 16 & post 18 ambitions Successfully completed post-14 options process 	<ul style="list-style-type: none"> A written 'Future Me' action plan The ability to identify the benefits of having a 'good' social media profile The knowledge of own skills matched to possible future careers The ability to say why they would or would not apply for a certain post 16 provider 	<ul style="list-style-type: none"> Experience of a formal mock interview with local employers and received feedback of areas of strength & areas to develop in terms of key employability skills Practical, first-hand experience of having researched, applied for and engaged with a business / organisation through work experience 	<ul style="list-style-type: none"> A fully functional CV and personal statement A formulated action plan composed by career advisor Successful applications to post 16 destinations, including interviews and offers of conditional places

<p>Meaningful encounters with educational providers of all levels and employers & employees</p>	<p>Meaningful encounters with a range of employers to highlight skills and habits and with links explicitly drawn between good practice in school and the workplace informed by local LMI data outcomes</p> <p>Being able to explicitly link careers to curriculum (content & skills)</p> <p>Meaningful encounters with educational providers of all levels</p>	<p>Meaningful encounters with a range of employers to highlight skills and habits and with links explicitly drawn between good practice in school and the workplace informed by local LMI data outcomes</p> <p>Meaningful encounters with educational providers of all levels</p>	<p>Able to articulate 'employment self' through personal statement supported by practical examples of WEX</p> <p>Meaningful encounters with a range of employers to highlight skills and habits and with links explicitly drawn between good practice in school and the workplace informed by local LMI data outcomes</p> <p>Meaningful encounters with educational providers of all levels</p>	<p>Meaningful encounters with a range of employers to highlight skills and habits and with links explicitly drawn between good practice in school and the workplace informed by local LMI data outcomes</p> <p>Meaningful encounters with educational providers of all levels</p>
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