

Provider access policy statement



Approved by: [Name]

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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 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.

3. Student entitlement

All students in years 8 to 11 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

If providers wish to contact the school in order to access students, this must be done through the school by appointment in order to ensure the providers are appropriate and add value to the student's careers education. Providers will not be permitted to deliver contact to students without going through a Due Diligence check and contact with the school.

A provider wishing to request access should contact [Margaret Batsford, Careers Leader](#).

Telephone: 0121 7297310

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:

We provide examples:

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. A weekly careers focus will also form a part of the daily form time sessions with each year group having content relevant to their year group. 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>
<p>By the end of year 7, students will have evidence of:</p> <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 Meaningful encounters with educational 	<p>By the end of year 8, students will have evidence of:</p> <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 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 Being able to explicitly link 	<p>By the end of year 9, students will have evidence of:</p> <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 Successfully completed post-14 options process The ability to say why they would or would not apply for a certain post 16 provider Meaningful encounters with a 	<p>By the end of year 10, students will have evidence of:</p> <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 Able to articulate 'employment self' through personal statement supported by 	<p>By the end of year 11, students will have evidence of:</p> <ul style="list-style-type: none"> A fully functional CV and personal statement A formulated action plan composed by career Leader Successful applications to post 16 destinations, including interviews and offers of conditional places Meaningful encounters with a range of employers to highlight skills and habits and with links explicitly drawn between good practice in school and the

providers of all levels and employers & employees	careers to curriculum (content & skills) Meaningful encounters with educational providers of all levels	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 Meaningful encounters with educational providers of all levels	practical examples of WEX 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 Meaningful encounters with educational providers of all levels	workplace informed by local LMI data outcomes Meaningful encounters with educational providers of all levels
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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/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.

4.5 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

- *Safeguarding/child protection policy*
- *Careers Learning and Development Policy*
- *Curriculum policy*
- Data Protection
- Privacy Notice

6. Monitoring arrangements

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

This policy will be reviewed by **Careers Leader annually** At every review, the policy will be approved by **the Headteacher and the Local Governing Body**.