



PROVIDER ACCESS POLICY

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1. AIMS

This policy statement aims to set out the College'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.
- The time periods within the College year when access to students will be given.

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 six encounters with technical education or training providers to all students in Years 8 to 13.

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 and 48 of guidance from the Department for Education (DfE), careers guidance and in the Technical and Further Education Act 2017

This policy shows how the College complies with these requirements.

3. THE SIX ENCOUNTERS SCHOOLS MUST OFFER

Schools must offer:

- Two encounters for students during the 'first key phase' (Years 8 or 9)
 - All students must attend
 - Encounters can take place any time during Year 8, and between 1 September and 28 February during Year 9
- Two encounters for students during the 'second key phase' (Year 10 or 11)
 - All students must attend
 - Encounters can take place any time during Year 10, and between 1 September and 28 February during Year 11
- Two encounters for students during the 'third key phase' (Year 12 or 13)
 - Students 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 students.

4. MEANINGFUL PROVIDER ENCOUNTERS

Catmose College is committed to providing meaningful encounters to all students.

One encounter is defined as one meeting/session between students and one provider.

Meaningful live online engagement is also an option at the College.

5. STUDENT ENTITLEMENT

All students in Years 7 to 11 are entitled to:

- Find out about technical, vocational and applied education and qualifications and apprenticeship opportunities including T Levels, traineeships and higher technical skills 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 apprenticeships.
- Visits from providers, including further education colleges, studio schools, university technical colleges, institutes of technology and a range of providers of apprenticeships and technical options, including Independent Training Providers (ITPs). An exception is when there is no such provider in the area that students could reasonably be expected to consider attending in future due to the travelling distance involved.
- Understand how to make applications for the full range of academic and technical courses.

6. MANAGEMENT OF PROVIDER ACCESS REQUESTS

6.1 Procedure

A provider wishing to request access should contact Beth Meynell, Careers Advisor, on emeynell@catmosecollege.com or 01572 770066.

6.2 Opportunities for access

A number of events integrated into our careers programme will offer providers an opportunity to come into College to speak to students and/or their parents/guardians.

| | Autumn terms | Spring terms | Summer terms |
|-----------------|--|--|---|
| All year groups | <p>WOW Weekly</p> <p>Careers Advisor attending annual review meetings for students with an EHCP</p> <p>Academic scholarship programme</p> <p>Post 16 and careers event</p> <p>T levels assembly</p> <p>Career-related displays in curriculum areas</p> | <p>WOW Weekly</p> <p>Lunchtime careers talks</p> <p>National Apprenticeship Week including assemblies</p> <p>National Careers Week</p> <p>Careers Advisor attending annual review meetings for students with an EHCP</p> <p>Academic scholarship programme</p> <p>Career-related displays in curriculum areas</p> <p>Parents Apprenticeships awareness evening</p> | <p>WOW Weekly</p> <p>Lunchtime careers talks</p> <p>Careers Advisor attending annual review meetings for students with an EHCP</p> <p>Academic scholarship programme</p> <p>Take your child to work day</p> <p>Career-related displays in curriculum areas</p> <p>Employer Encounters</p> |
| Year 7 | <p>PSHE activities:</p> <ul style="list-style-type: none"> Routines for learning Identity and personality | <p>PSHE activities:</p> <ul style="list-style-type: none"> Personal online safety Speaking, listening and giving feedback. Identifying careers | <p>PSHE activities:</p> <ul style="list-style-type: none"> Friendship & rivalries Self-management and emotions. Enterprise challenge |

| | | | |
|---------|--|---|--|
| Year 8 | <p>PSHE activities:</p> <ul style="list-style-type: none"> • Becoming an adult • Discrimination and democracy • Police and military roles | <p>PSHE activities:</p> <ul style="list-style-type: none"> • My aspirations • Interpersonal skills • Goal setting | <p>PSHE activities:</p> <ul style="list-style-type: none"> • Dealing with fear and stress • Banking and currencies • Enterprise challenge |
| Year 9 | <p>PSHE activities:</p> <ul style="list-style-type: none"> • Online literacy and responsibility • Fake news • Visit to a University | <p>Key Stage 4 options event</p> <ul style="list-style-type: none"> • GCSE taster sessions in lessons • Options interviews with senior leaders • Problem-solving | <p>PSHE activities:</p> <ul style="list-style-type: none"> • Consumer rights and finance • Building confidence • Career opportunities • Managing anxiety |
| Year 10 | <p>Post-16 and careers event</p> <p>Apprenticeship awareness assembly</p> | <p>Writing a CV and personal statement.</p> <p>Interview skills</p> | <p>Employer Encounters and experiences</p> |
| Year 11 | <p>1:1 Interviews with Principal and Careers Advisor</p> <p>Assembly on opportunities at 16</p> <p>Post-16 and careers event</p> <p>Harington School Awareness Assembly</p> <p>Post-16 taster sessions</p> | <p>1:1 Interviews with Principal and Careers Advisor</p> <p>Support with applications</p> <p>Survival/revision tutorial programme</p> | <p>1:1 Interviews with Principal and Careers Advisor</p> <p>Support with applications</p> <p>Exam preparation tutorial programme</p> |

6.3 Granting and refusing access.

Access will be provided based on meeting the following criteria:

- Adequate room(s) and equipment are available, based on existing timetable.
- Staff are available to attend, considering participant numbers and teaching timetables.
- DBS regulations are met.
- Students are available to attend, depending of the dates requested and curriculum considerations.
- Providers are impartial, unbiased and deliver high-quality content, meeting equal opportunity requirements.
- Providers are GDPR compliant.
- Virtual options are available.

6.4 Safeguarding

Our Safeguarding and Child Protection Policies outline the College's procedure for checking the identity and suitability of visitors. Education and training providers will be expected to adhere to this policy.

6.5 Premises and facilities

The College will make the theatre, library, classrooms or meeting rooms available for discussions between the provider and students as appropriate to the activity. The College will make available audio/visual and other specialist equipment to support provider presentations. This will be discussed and agreed in advance of the visit with the Careers Advisor. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Library, which is managed by the College Librarian. The Careers Library is available to all students at lunch and break times.

7. PREVIOUS PROVIDERS

Providers from the local area have provided Post 16 talks and experiences. This list is not limited to the following:

- Inspire Group
- SMB College Group
- Harington School
- Melton Vale 16
- ASK (WorkPays)

These providers must offer 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 students.

8. STUDENT DESTINATION

Destinations of our students is monitored very closely. Our Year 11 students move to a variety of providers in the local area as shown below:

- Apprenticeships
- Bourne Grammar
- Employed < 20 hours
- Harington School
- Hartpury College
- Inspire Group
- Kings Peterborough
- Leicester College
- Loughborough College
- MV16
- Thomas Deacon Academy
- Nene Park Academy
- Oakham School
- South Staffs College
- Stamford Endowed
- Uppingham School
- Wyggeston Queen Elizabeth
- SMB College Group

9. LINKS TO OTHER POLICIES

The policies detailed below may be found at www.catmosecollege.com/policies/

- Child Protection Policy
- Careers Education and Guidance Policy
- Curriculum Policy

10. MONITORING ARRANGEMENTS LINKS TO OTHER POLICIES

The College's arrangements for managing the access of education and training providers to students is monitored by Alexandra Emmerson, Vice Principal. At every review, the policy will be approved by the governing body.