

Reference number	EdPol-002A
Designation	Education Services Policy

Provider Access Policy

Dudley Port School

Responsible department:	Education Services	Owner:	Head of Careers
Version:	V1.0	Date of issue:	January 2024
Date of next review:	January 2025	Executive approval:	MD Education

Scope:	The policy establishes guidelines for managing access of Education and Training providers to students at Dudley Port School, ensuring compliance with statutory requirements. It outlines procedures for access requests, criteria for approval or denial, and details facilities provided. Emphasising student entitlement, the policy encourages exposure to various education options, and safeguarding measures ensure the safety of students during interactions. The school Careers Lead (CL), Head Teacher (HT) and Designated Safeguarding Lead (DSL) monitor access, and scheduled events provide structured opportunities for engagement with students across different key stages. The policy aims to facilitate informative interactions while prioritising student well-being.
Objectives	<ol style="list-style-type: none"> Compliance with Statutory Requirements: Ensure adherence to statutory requirements which require schools to provide opportunities for education and training providers to access students for the purpose of informing them about approved technical qualifications or apprenticeships. Enhanced Student Entitlement: Provide all learners at {SCHOOL NAME} with comprehensive information about technical education qualifications and apprenticeship opportunities through a structured careers program, diverse events, and engagement with local providers, fostering informed decision-making. Established Procedures and Safeguarding Measures: Define clear procedures for education and training providers to request access, along with transparent criteria for approval or denial.

	Implement safeguarding measures, including identity and suitability checks, to prioritise the safety of students during interactions with external providers.
Applicable legislation/standards:	<ul style="list-style-type: none">• Section 42B of the Education Act 1997• The Skills and Post-16 Act 2022• Page 43 of guidance from the Department for Education (DfE) on careers guidance and access for education and training providers.• We also act in accordance with our statutory duty under the 'Baker Clause' to be impartial and not show any bias toward a particular route, be that academic or technical.

1. Provider Access Policy

1.1 Aims

This policy statement aims to set out Dudley Port School's arrangements for managing and supporting the access of Education and Training providers to learners for the purpose of giving them information about their offer. This sets out:

- Procedures regarding 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 must ensure that there is an opportunity for a range of educational and training providers to access students in years 7-13 for the sole purpose of informing students about approved technical qualifications or apprenticeships.

Schools must have a policy statement that outlines the circumstances in which education and training providers are given access to the student group. This is outlined in Section 42B of the Education Act 1997. This policy demonstrates how we comply with this.

2.1 The 6 Encounters

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

Our school is committed to providing meaningful encounters to all pupils. One Encounter is defined as one meeting/session between pupils and one provider.

We ensure that our encounters are at least 20 minutes in length and involve a variety of different delivery methods (Virtual, blended, in person) and require the students to utilise different skills from the Skills Builder Framework - Listening, Speaking, Aiming High, Staying Positive, Creativity, Problem Solving, Teamwork and Leadership.

We ensure that each provider ensures there is suitable time for a question and answer session which must be 'live' despite the delivery method.

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

3 Student Entitlement

All learners at Dudley Port School 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 at each transition point.
- Hear from a range of local providers about the opportunities they offer including technical and apprenticeship options.
- Understand how to make applications for the full range of academic and technical options.

4 Management of Provider Access Requests

4.1 Procedure

A provider wishing to make contact with a school should contact the school's Career Lead in the first instance, however in the unlikely event that you do not get a suitable and timely response, please contact the Head of Careers for Horizon Care and Education.

You will find an up-to-date contact information regarding the schools careers leader and Head of Careers on the school specific section of the Horizon Website.

4.2 Opportunities for Access

There are a number of events that are already built into the school calendar for when we are looking for visitors, however, visits are not strictly bound to these times. Please contact the Careers Lead for further discussion on when you can visit.

Key stage	Autumn	Spring	Summer
3	Employer visits College visits Careers Fair Green Careers Week Creative Careers Week	National Careers Week Workplace visits Experiences of workplaces Career Talks	Enterprise Project (Tuck Shops, Bake Sale etc)
4	Employer Visits College Visits Careers Fair Green Careers Week Creative Careers Week	National Careers Week Work Experience Mock interviews Business Coffee Morning Career Talks	Work experience Workplace visits (around exams)
5	Employer Visits College Visits Careers Fair Green Careers Week Creative Careers Week	National Careers Week Work Experience Mock interviews Business Coffee Morning Career Talks	Workplace visits Work Experience (around exams)

4.3 Granting and Refusing Access to the School

We are committed to facilitating access for providers to our school; however, given the unique and specialised nature of our provision, some providers may not be suitable. Evaluation of suitability will be conducted on a case-by-case basis, initiated through requests submitted to the Career Leader or Head of Careers.

Requests may be declined if they fall outside the allocated time on the school calendar. In such cases, an alternative, more suitable time will be proposed. Recognising the specific needs of our students, prompt action will be taken to accommodate changes to the timetable.

The decision to grant or refuse access will be communicated promptly upon receiving the access request. The Career Leader and the Safeguarding Team will respond, providing a clear outline of the next steps or offering a detailed explanation in case access is denied.

Any complaints related to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

4.4 Safeguarding

The safety of our students is paramount. The safeguarding policy details the schools procedure for identity and suitability checks of our visitors. Education and training providers will be expected to also adhere to this policy.

4.5 Premises and Facilities for Access

Dudley Port School will ensure that classrooms and outside space are available for discussions between providers and learners where appropriate to the activity. Dudley Port can provide projectors and connections to interactive whiteboards.

The school will also provide other resources within reason such as paper and pens, we aim to accommodate where possible. Please discuss with the Career Lead during contact with the school on what resources you would like.

5 Roles and responsibilities - Monitoring Arrangements

Alongside the Careers Lead, the Designated Safeguarding Lead & Head teacher will monitor the access of education and training providers to students.

6. Pupil Destinations

In recent years our year 11 and 13 pupils have moved on to a range of providers in the local area including a range of local FE providers.

7. Policy compliance and effectiveness

The Careers Leader will monitor the effectiveness of the programme, ensure that the school is compliant about Provider Access. They will also conduct evaluations of the providers and ensure that encounters continue to be meaningful.

The Head of Careers for Horizon will ensure that the school is compliant in all areas of the careers programme including provider access alongside the curriculum director.

8. Policy review

This policy will be reviewed every year, or earlier if there are changes in relevant legislation, guidance, best practice or Horizon's processes.

9. Equality impact

This policy has been subject to an equality impact assessment and Horizon is satisfied that it does not unfairly disadvantage any person.