

Marjory Kinnon School

Provider Access Policy Statement

October 2025



Marjory Kinnon School – Provider Access Policy Statement

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This policy is based on a model policy from The Key ‘Provider access policy statement’ (last reviewed 9 July 2025).

Approved by the Teaching & Learning Committee: **October 2025**

1. Aims

At Marjory Kinnon School we aim to provide all pupils from year 8 to 13 with meaningful opportunities to explore a wide range of future options.

This policy statement aims to set out school's arrangements for managing the access of education and training providers to pupils for the purpose of giving them information about their offer including bespoke SEND provision to meet their needs.

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.

As a school we aim to:

- Develop knowledge and awareness among our pupils of all career pathways available to them, including technical qualifications and apprenticeships.
- Support pupils in learning more about opportunities for education and training outside of school, before they make crucial choices about their future options.
- Reduce drop-out from courses and avoid the risk of pupils becoming NEET (not in education, employment or training).

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 approved SEND 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](#)
- [Education and Skills Act 2008](#)

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- [The School Information \(England\) Regulations 2008](#)
- The [Skills and Post-16 Act 2022](#)
- 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.

3. Pupil Entitlement

All students in Years 8 to 13 at Marjory Kinnon School are entitled to:

- Find out about providers of bespoke SEND provision.
- Find out about further education training, 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.

<https://www.marjorykinnonschool.co.uk/secondary/beyond-16>

- 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 SEND appropriate academic and technical courses with high levels of support for their needs.
- Have a minimum of 6 encounters with providers.

These encounters must happen for a reasonable period of time during the standard school day.

As a school we can provide complementary experiences but encounters outside of school hours won't count towards these requirements. It should be noted that Marjory Kinnon School does not have pupils in Year 12 and Year 13.

Access to providers is available and promoted to allow all pupils to access information about other providers of further education and apprenticeships. We are committed to encouraging all pupils to make decisions about their future based on impartial information.

Pupils in year 8 and 9

All pupils in these year groups are offered:

- 2 encounters with education and training providers.
 - All pupils must attend.
 - Encounters can take place any time during year 8, and between 1 September and 28 February during year 9.

Pupils in year 10 and 11

All pupils in these year groups are offered, as a minimum:

- 2 encounters with education and training providers.
 - All pupils must attend.
 - Encounters can take place any time during year 10, and between 1 September and 28 February during year 11.

Pupils in year 12 and 13

All pupils in these year groups are offered, as a minimum:

- 2 encounters with education and training providers.
 - Pupils can choose to attend.
 - Encounters can take place any time during year 12, and between 1 September and 28 February during year 13.

3.1 Meaningful encounters with providers

Our school is committed to providing meaning encounters for all pupils relevant to their SEND needs.

A meaningful encounter:

- Is where the pupil can explore what it is like to learn, develop and succeed in that environment.
- Involves meeting both staff and learners/trainees.
- Has a clear purpose.
- Is underpinned by learning outcomes that are appropriate to the needs of the pupil.
- Involves a 2-way interaction between the pupil and the provider.
- Includes information about the provider, such as their recruitment and selection processes, the qualifications that provider offers and the careers these could lead to.
- Describes what learning or training with the provider is like.

- Is followed by opportunities for the pupil to reflect on the insights, knowledge or skills gained through the encounter.

The school will comply with these statutory requirements with adapted programmes and providers relevant for ASC and complex SEND pupils.

4. Management of Provider Access Requests

4.1 Procedure

A provider wishing to request access should contact:

- Amy Higgins, Head of Secondary
- Jake Gowers, Assistant Headteacher KS4

Telephone: 0208 890 2032

Email: amy.higgins@mks.org.uk

jake.gowers@mks.org.uk

4.2 Information we ask from providers

As a school we ask each provider to provide the following information for our pupils:

- Information about your provision and the approved qualifications or apprenticeships you offer.
- Information about what careers those qualifications and apprenticeships can lead to.
- What learning or training with you is like.
- Answers to any questions from pupils.

4.3 Opportunities for Access

There are a number of relevant SEND events, integrated into our careers programme, that offer providers an opportunity to come into school to speak to pupils and/or their parents/carers.

Please speak to our Jake Gowers (Careers Leader) to identify the most suitable opportunity for you.

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	Autumn Term	Spring Term	Summer Term
Year 8	Life Skills Scheme of Work incorporating Employability Skills delivered by class teachers.	Life Skills Scheme of Work incorporating Employability Skills delivered by class teachers.	Life Skills Scheme of Work incorporating Employability Skills delivered by class teachers.
Year 9	Life Skills Scheme of Work incorporating Employability Skills delivered by class teachers.	Life Skills Scheme of Work incorporating Employability Skills delivered by class teachers.	No encounters –encounters must have taken place by 28 February
Year 10	Life Skills Scheme of Work incorporating Employability Skills delivered by class teachers.	Individual interviews / sessions with the LA Connexions Advisor re: Post-16 options. Annual Review meeting with parents/carers and the young person to discuss Post-16 options and provision.	Life Skills Scheme of Work incorporating Employability Skills delivered by class teachers.
Year 11	Individual interviews/ sessions with the LA Connexions Advisor re: Post-16 options. Annual Review meeting with parents/carers and the young person to discuss Post-16 options and provision. Applications to Post-16 schools and colleges written as part of Life Skills programme.	Mock Interview workshops. Employability workshops. Work experience. Transition support.	No encounters –encounters must have taken place by 28 February Confirmation of post-16 education and training destinations for all pupils Summer Extension Programme – Work Experience and Employability Skills. Small group sessions: future education, training and employment options. Scheduled transition days.

In addition to the above events, as accessing Careers Fairs can be difficult for some young people with SEND, the school will arrange a careers event aimed specifically for transitioning pupils in Year 6, 9 & 11.

Providers are invited to speak to Amy Higgins or Jake Gowers to identify a suitable opportunity at the above events.

4.4 Live online encounters

We will consider requests for live online encounters with relevant SEND friendly providers, which may be broadcast into classrooms or into an assembly. We will need to carry out technology checks in advance to make sure systems are compatible.

4.5 Granting & Refusing Provider Access Requests

Each access request will be considered on a case-by-case basis.

We will grant access requests where there is opportunity for a positive contribution to our careers programme.

4.6 Safeguarding

Our Safeguarding & Child Protection Policy outlines the school's procedure for checking the identity and suitability of visitors. The policy can be found on the school's website.

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

Appropriate safeguarding checks will be carried out.

4.7 Premises & Facilities

We will provide an appropriate room or assembly hall, with the necessary equipment providers require to carry out their visit effectively – details will be agreed with the provider.

Providers are welcome to leave a copy of their prospectus and other relevant course literature with Amy Higgins or Jake Gowers.

Providers will be met and supervised by a member of the Careers Team who will facilitate the visit.

5. Working with Parents & Carers

We aim to involve parents and carers in our careers programme and welcome your attendance at encounters with providers in school.

If you would like to speak to the school about encounters with providers, please contact Jake Gowers at jgowers@mks.org.uk.

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We also welcome feedback from parents and carers to help improve our offer of encounters with providers.

6. Previous Providers

In previous years the school has invited the following providers from the local area to speak to our pupils:

- ASK Apprenticeships.
- Education Development Trust.
- Richmond College.
- West Thames College.

7. Pupil Destinations

In previous years, the school's Year 11 pupils moved to a range of providers in the local area after leaving Marjory Kinnon School:

- Richmond College.
- West Thames College.
- Oaklands School.
- Ambitious College (associated with West Thames College).

8. Complaints

Any complaints related to provider access can be raised via the school's [Complaints Policy](#).

9. Links to other Policies

- Safeguarding & Child Protection Policy.
- Complaints Policy.
- Equality, Diversity & Inclusion Policy.

10. Monitoring Arrangements

The school's arrangements for managing the access of education and training providers to pupils is monitored by the Jake Gowers and Amy Higgins.


This Policy will be reviewed by the Headteacher annually and approved by the Teaching & Learning Committee at every review.


Appendix 1 – Careers & Enterprise Company ‘Making it Meaningful Checklist’

Making it meaningful checklist

Planning a meaningful encounter

This checklist is designed to help Career Leaders ensure each encounter or experience is meaningful for all participants and will ensure quality and consistency to the activity. The checklist is specifically for use in careers activities involving an employer or FE/HE provider.





Planning Preparing to succeed

What	To ensure the encounter is...	Completed
Taking a whole school approach	Embedded within the school’s career programme and related career strategy and sequenced to build on prior careers learning and not just a one off event.	<input type="checkbox"/>
Identifying the need	Based on the needs of your students.	<input type="checkbox"/>
	Reflects the opportunities within the local labour market.	<input type="checkbox"/>
Enhance curriculum learning	Linked to and embedded within the curriculum.	<input type="checkbox"/>
	Linked to real life examples and local context.	<input type="checkbox"/>
Develop clear learning outcomes and evaluation plan	Mapped against SMART learning objectives (Specific, Measurable, Achievable, Relevant and Time Bound).	<input type="checkbox"/>
	Easy to evaluate against the learning outcome.s	<input type="checkbox"/>
Ensure age/ability appropriateness	Accessible and differentiated to engage all participating students.	<input type="checkbox"/>

Making it meaningful checklist



Implementation Engage with intent

What	To ensure that...	Completed
Brief participants	Students and staff are prepared for the encounter and they understand what they will be doing and what is expected of them.	<input type="checkbox"/>
	Employers are briefed about their role and what to expect from teachers and students.	<input type="checkbox"/>
	HE, FE and Training providers are briefed about their role and the needs of the students.	<input type="checkbox"/>
Engage parents and carers	The learning opportunity is promoted to the wider school community.	<input type="checkbox"/>
	Parent or carer engagement in the careers activity has been considered and factored into the planning.	<input type="checkbox"/>
	Parents are informed that the careers activity is happening and are encouraged to continue careers conversations at home.	<input type="checkbox"/>
Give students ownership of their career development	Students are recording their career related learning for future reference.	<input type="checkbox"/>
	Students are supported to articulate their careers learning into clear and compelling evidence for applications and interviews.	<input type="checkbox"/>
Gather evidence to inform evaluation	Feedback is collected on the day from all the participants (students, teachers, business volunteers or providers) to inform the evaluation.	<input type="checkbox"/>



Making it meaningful checklist



Reflection Value the Learning

What	To ensure that...	Completed
Record the activity using Compass and Tracker or Compass+	The encounter feeds into your broader strategic plan and careers programme and begins to build the evidence base for embedding the encounter on an ongoing basis.	<input type="checkbox"/>
Provide students with reflection time and tools	Students have appropriate time to reflect upon their experiences using online applications and/or learning logs.	<input type="checkbox"/>
Reflect on the activity	You consider what went well and what would need to be different to enhance the encounter in the future.	<input type="checkbox"/>
	The learning gained from delivering the encounter informs future planning of careers activities.	<input type="checkbox"/>



Making it meaningful checklist



Progression Build in next steps

What	To ensure that the encounter...	Completed
Create a follow up activity	Is not a 'one off' experience.	<input type="checkbox"/>
	Allows students to progress their career learning by exploring more about the industry, job role or pathway they have been introduced to.	<input type="checkbox"/>
Celebrate success	Is promoted across the wider school community using social media, newsletters, local press etc.	<input type="checkbox"/>
Share best practice	Informs the practice and supports professional development in your school and wider careers network.	<input type="checkbox"/>