

Marjory Kinnon School

Provider Access Policy Statement

November 2023



Marjory Kinnon School – Provider Access Policy Statement

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This policy is based on model policy from The Key ‘Provider access policy statement’ (last reviewed 9 March 2022).

Approved by the Teaching & Learning Committee: **November 2023**

1. Rationale

High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

2. Commitment

The Marjory Kinnon School is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. The Marjory Kinnon School is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

The Marjory Kinnon School endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

3. Aims

This policy statement aims to set out Marjory Kinnon 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.
- How to develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.
- How to support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.
- How to reduce drop out from courses and avoid the risk of students becoming NEET (young people not in education, employment or training).
- The DfE good practice guidelines.

4. 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 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, the Skills and Post-16 Act 2022 and on page 43 of 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.

4.1 The 6 encounters schools must offer to all pupils in Years 8 to 13

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

The school will comply with these statutory requirements.

4.2 Meaningful provider encounters

Marjory Kinnon School is committed to providing meaningful encounters to all pupils. One encounter is defined as one meeting/session between pupils and one provider.

The school will use the Making it Meaningful checklist from the Careers & Enterprise Company to support this process (See Appendix 1).

The Marjory Kinnon School will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

5. Pupil Entitlement

The Marjory Kinnon School fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships for who it is appropriate. This will be done in assemblies during our school Careers week, in addition to providers attending careers events at school. There will also be opportunities for encounters during Work and Life Skills lessons as well as BTEC qualifications.

All students in Years 8 to 13 at Marjory Kinnon 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 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.
- 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:

Sumen Starr, Deputy Headteacher

Telephone: 0208 890 2032

Email: sstarr@marjorykinnon.hounslow.sch.uk

6.2 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.

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

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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.	Life Skills Scheme of Work incorporating Employability Skills delivered by class teachers. Connexions 14-19 Meetings and phone-calls with parents/carers. Annual Review meeting with parents/carers and the young person to discuss Post-16 options and provision.
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.	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 Sumen Starr to identify a suitable opportunity at the above events.

6.3 Granting & Refusing Access

What are the rules for granting and refusing access requests?

We will grant access requests that meet the following criteria:

- Requests from Ofsted registered 16-19 providers.
- That are reasonable and do not impact on existing educational provision for our students.
- That are appropriate and able to meet our students' needs.

We will decide on a case-by-case basis whether it is feasible to welcome providers to in-school careers events. If it is not possible to do this safely, we will plan a virtual event.

Access will be given for providers to attend during school assemblies, timetabled Careers or Life lessons, and Careers or Raising Aspirations events that The Marjory Kinnon School is arranging. Students may also travel to visit another provider as part of the trip to be organised in partnership with Marjory Kinnon School.

6.4 Equality & Diversity

Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. The Marjory Kinnon School is committed to encouraging all students to make decisions about their future based on impartial information.

6.5 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.

Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of the Careers Team who will facilitate.

6.6 Premises & Facilities

What can providers expect once a request has been accepted?

- Once we have approved a provider, we will work with them to identify the best method for providing access to our students. The Careers Lead (linked to TLR) will organise this, working closely with the provider to ensure the facilities are appropriate to the audience.
- We will make the school hall, classrooms and meeting rooms available to host discussions between providers and students. We will also make presentation equipment, such as computers, projectors and interactive white boards, available to providers. Computer rooms can also be arranged.

Can providers leave prospectuses for students to read?

Providers are welcome to leave a copy of their prospectus and other relevant course literature with Sumen Starr.

7. 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.

8. 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).

9. Complaints

Any complaints related to provider access can be raised via the school's Complaints Policy.

10. Links to other Policies

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

11. Monitoring Arrangements

The school's arrangements for managing the access of education and training providers to students is coordinated by the Careers Lead (Zack O'Brien) who is responsible to his senior management Line Manager Sumen Starr, Deputy Headteacher.


This Policy will be reviewed and approved annually by the Teaching & Learning Committee.


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"/>