

# Provider Access Policy

## Contents

History of policy changes and review .....	3
Rationale .....	4
Commitment .....	4
Aims.....	4
Statutory requirements.....	4
The six encounters schools must offer to all pupils in Year 8 – 13 .....	5
Meaningful provider encounters.....	5
Student entitlement .....	6
Management of provider access requests .....	6
Procedure.....	6
Opportunities for access .....	6
Safeguarding.....	6
Previous providers.....	7
Pupil destinations .....	7
Complaints .....	9
Premises and facilities .....	10
Links to other policies.....	10
Appendices .....	11
Appendix 1 .....	11

## History of policy changes and review

Author: Antonios Petropoulos

Authorising Body: Operations Committee

Review Schedule: Annual

Date	Change	Details
02.01.2023		Policy created

## 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 routes to jobs and careers they might find engaging rewarding. It supports them in acquiring 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 apprentices rises each 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, where this is appropriate.

## Commitment

Briarwood 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. Briarwood School is fully aware of the responsibility to set students on a path that will secure the best outcome that 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 particular route, be that academic or technical.

Briarwood School endeavours to ensure that all students (where this is appropriate) 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).

## 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

## 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 – 13, for the purpose of informing them about approved technical education, qualifications or apprenticeships.

Schools must provide a minimum of six encounters with technical education and training providers to all pupils in Year 8 – 13 (for more detail, see 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 in the [Education Act 1997](#), the [Skills and Post-16 Act 2022](#) and, on pg. 43 of guidance from the [Department of Education \(DfE\) on Careers Guidance and Access for Education and Training Providers](#).

This policy shows how our school complies with these requirements.

## The six encounters schools must offer to all pupils in Year 8 – 13

Schools must offer the following:

- Two encounters for pupils during the ‘first key phase’ (Year 8 or 9)
  - All pupils must attend
  - Encounters can take place anytime during Year 8, and between 1 September and 28 February during Year 9.
- Two encounters for pupils during the ‘second key phase’ (Year 10 or 11)
  - All pupils must attend
  - Encounters can take place anytime during Year 10, and between 1 September and 28 February during Year 11.
- Two encounters for pupils during the ‘third key phase’ (Year 12 or 13)
  - Pupils can choose to attend
  - Encounters can take place anytime during Year 12, and between 1 September and 28 February in 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.

There provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- Share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers;
- Explain what career routes those options could lead to;
- Provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider);
- Answer questions from the pupils.

## Meaningful provider encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the ‘Making it Meaningful’ checklist (see Appendix). Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement to our pupils.

## Student entitlement

All students in Years 7 – 14 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 - through activities and events such as options events, assemblies, group discussions and taster events.
- Understand how to make applications for the full range of academic and technical courses.

## Management of provider access requests

### Procedure

A provider wishing to request access should contact the Careers Leaders Antonios Petropoulos, Sarah Lane-Batt or Sam Cooper.

Telephone: 0117-353-2651

E-mail: [Antonios.petropoulos@bristol-schools.uk](mailto:Antonios.petropoulos@bristol-schools.uk); [sarah.lane-batt@bristol-schools.uk](mailto:sarah.lane-batt@bristol-schools.uk); [sam.cooper@bristol-schools.uk](mailto:sam.cooper@bristol-schools.uk);

### Opportunities for access

The school offers the six provider encounters required by law alongside a number of additional events, integrated into the school Careers programme. We will offer providers an opportunity to come into school to speak to pupils, or their parents/carers. Please speak to our Careers Leaders to identify the most suitable opportunity for you. Opportunities include:

- Employer/Career events for pupils and parents, giving an overview of local, regional and national opportunities and skills requirements, technical/vocational tasters at local college(s), training providers;
- Meeting with careers adviser;
- Meeting with training providers;
- Careers Week;
- Transitions Fayre

### Safeguarding

Our Safeguarding 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.

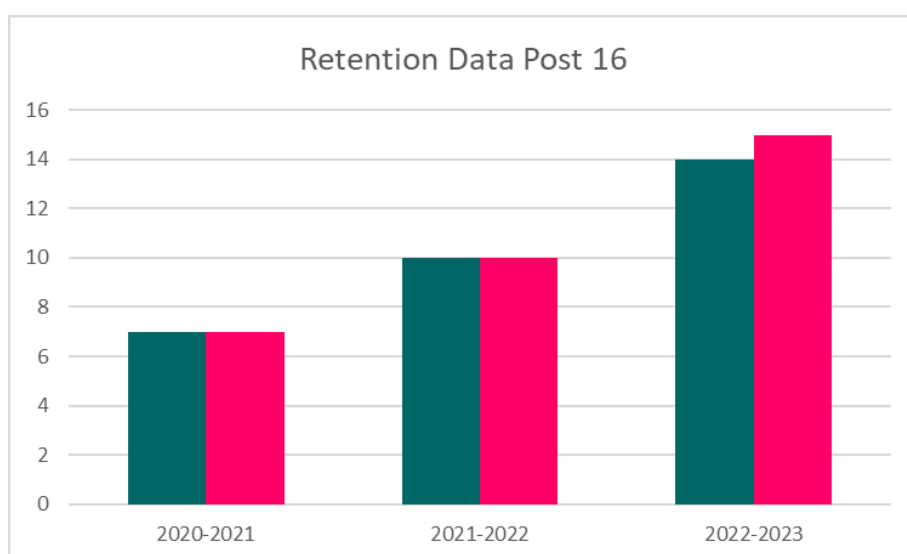
## Previous providers

In previous years we have invited the following providers from the local area to speak to our pupils:

- Weston College
- City of Bristol College
- SGS College
- PROPS
- Peopleton Brook Farm

## Pupil destinations

In the last three years, pupils have moved to:

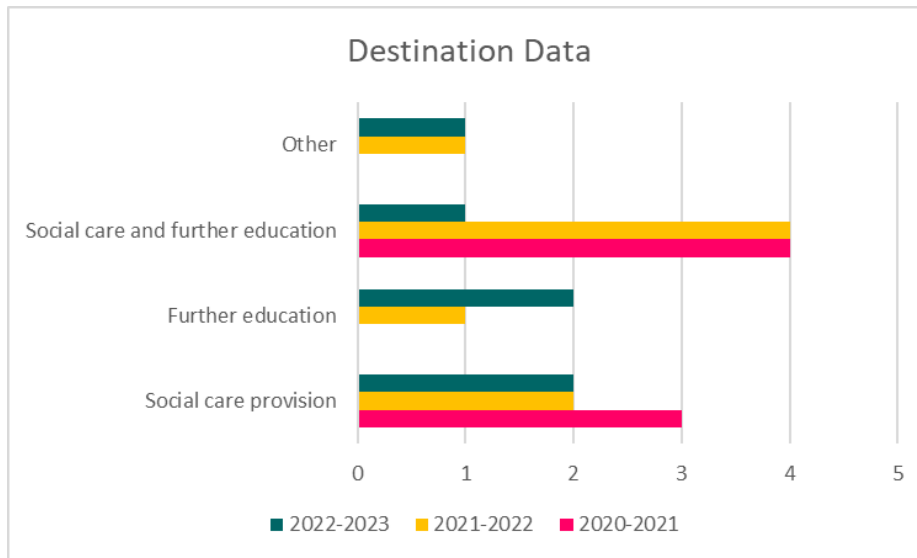


■ Pupil's up for transition

■ Pupil's transitioned to Briarwood Sixth Form Centre

In the last three years, all pupils who were expected to move to a Post-16 setting transitioned into Briarwood's Sixth Form Centre.

Last year, our Year 13 students moved to a range of providers in the local area after school:





2020-2021	
Pupil A	P.R.O.P.S.
Pupil B	Afani Healthcare (This was put in place Sept 2022)
Pupil C	Silva Care
Pupil D	City of Bristol College – Sensory course & PA support for the two days he is not in education
Pupil E	City of Bristol College – Sensory course & Silva care
Pupil F	Weston College & M.I.M
Pupil G	National Star college

2021-2022	
Pupil A	Currently at home due to their medical needs
Pupil B	City of Bristol College – Independence course and 2 days work at a restaurant.
Pupil C	City of Bristol College – Independence course and 2 days DP support.
Pupil D	Weston college
Pupil E	Weston college – waiting list for social care provision
Pupil F	National Star
Pupil G	City of Bristol College – Sensory course & 2 days at Care navigation
Pupil H	Bingham house

2022-23	
Pupil A	Break to travel with family – social care package to be explored Nov 2023
Pupil B	Social care provision at home
Pupil C	Home adaptations and care support via Partner to Care
Pupil D	Weston College & Elmtree farm
Pupil F (Post 14 placement)	Baytree school

## Complaints

Any complaints with regards to provider access can be raised following the school's Complaints Procedure, or directly with The Careers & Enterprise Company via [provideraccess@careersandenterprise.co.uk](mailto:provideraccess@careersandenterprise.co.uk)

---

## Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. Providers can also access our Training Centre, though this would need to be arranged in advance to ensure it will be available. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of the Careers team.

Meaningful online engagement is also an option and we are open to providers that are able to offer live, online engagement with our students.

## Links to other policies

- [Safeguarding & Child Protection Policy](#)
- [Careers Policy](#)
- [Curriculum Policy](#)
- [Complaints Policy](#)

# Appendices

## Appendix 1

**THE CAREERS & ENTERPRISE COMPANY**

## 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
<b>Brief participants</b>	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"/>
<b>Engage parents and carers</b>	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"/>
<b>Give students ownership of their career development</b>	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"/>
<b>Gather evidence to inform evaluation</b>	Feedback is collected on the day from all the participants (students, teachers, business volunteers or providers) to inform the evaluation.	<input type="checkbox"/>

THE CAREERS & ENTERPRISE COMPANY

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"/>

THE CAREERS & ENTERPRISE COMPANY

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"/>