

# Provider Access Policy

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## History of policy changes and review

Date	Change	Details
02.01.2023		Policy created
30.08.2025	<ul style="list-style-type: none"> <li>• Updated statutory requirements</li> <li>• Updated student entitlement section</li> <li>• Updated meaningful encounters with providers section</li> <li>• Updated information we ask from Providers</li> <li>• Added Live online encounters section</li> <li>• Added working with Parents section</li> <li>• Destination and retention data updated</li> <li>• Added Monitoring arrangements.</li> </ul>	Sarah Lane-Batt

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

## Student entitlement

All students in Years 7 – 14 are entitled to:

- 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
- 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 academic and technical courses
- 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.

We offer our students the encounters set out above, in line with the requirements. At Briarwood school all students are offered additional encounters to include years 7 and 14.

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

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

Schools must offer the following:

- Two encounters for students during Year 8 and 9
  - All students must attend
  - Encounters can take place anytime during Year 8, and between 1 September and 28 February during Year 9.
- Two encounters for students during Year 10 and 11
  - All students must attend
  - Encounters can take place anytime during Year 10, and between 1 September and 28 February during Year 11.
- Two encounters for students during Year 12 and 13

- students can choose to attend
- Encounters can take place anytime during Year 12, and between 1 September and 28 February in Year 13.

## Meaningful provider encounters with Providers

Our school is committed to providing meaning encounters for all students.

A meaningful encounter:

- Is where the students 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 students
- Involves a 2-way interaction between the student 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 student to reflect on the insights, knowledge or skills gained through the encounter, appropriate to their style of learning

We are committed to providing meaningful encounters to all students 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 students.

## Management of provider access requests

### Procedure

A provider wishing to request access should contact the Careers Leaders, Sarah Lane-Batt or Alistair Mackintosh

Telephone: 0117-353-2651

E-mail: [sarah.lane-batt@bristol-schools.uk](mailto:sarah.lane-batt@bristol-schools.uk); [alistair.mackintosh@bristol-schools.uk](mailto:alistair.mackintosh@bristol-schools.uk);

### Information we ask from providers

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

- 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 students

## 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 students, or their parents/carers. Please speak to our Careers Leaders to identify the most suitable opportunity for you. Opportunities include:

- Employer/Career events for students 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;
- Preparing for Adulthood Fair

## Live online encounters

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

## Granting and 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.

## 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.

## Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and student, 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.

## Working with parents and carers

We aim to involve parents and carers in our careers programme and welcome your attendance at encounters with providers in school. We inform Parents and carers about up and coming encounters and events through the careers newsletter, letters home, and a careers coffee morning at the beginning of the year.

If you would like to speak to the school about encounters with providers, please contact Sarah Lane-Batt at [Sarah.Lane-Batt@bristol-schools.uk](mailto:Sarah.Lane-Batt@bristol-schools.uk)

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

We also collect feedback from parents and carers about the effectiveness of our careers offer through regular surveys, and questionnaires.

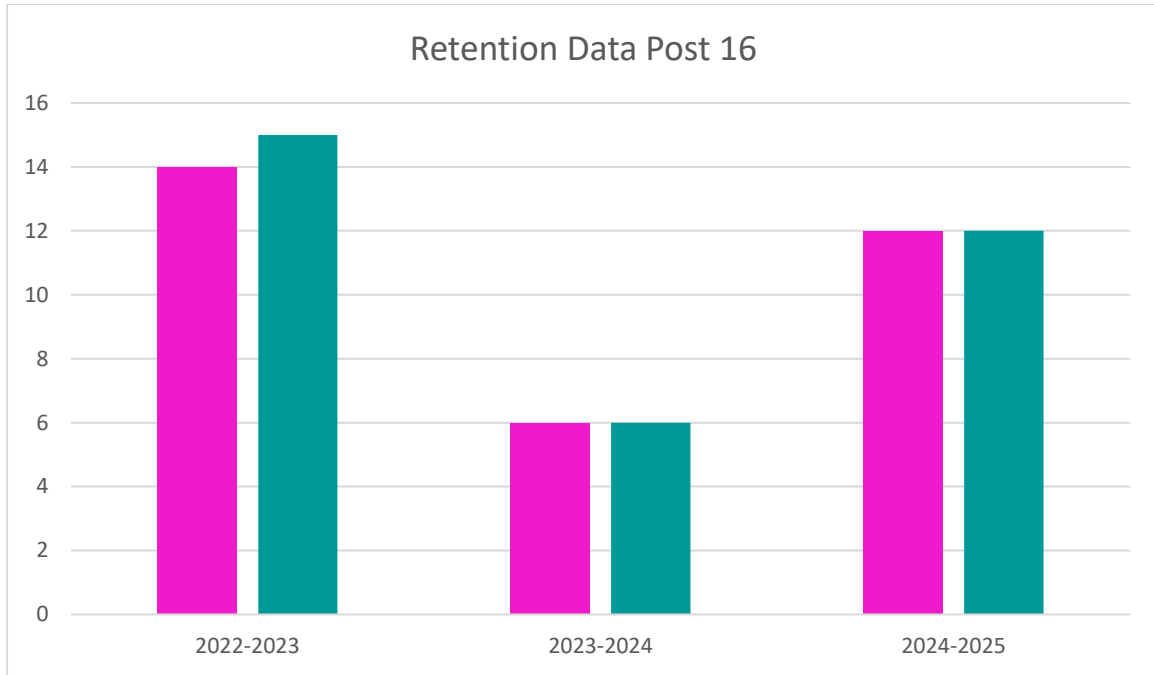
## Previous providers

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

- Weston College
- City of Bristol College
- SGS College
- PROPS
- National Star College
- Potters Den
- The Park

## Student destinations

In the last three years, only one student from those who were expected to move to a Post 16 setting did not transition to Briarwood's Sixth form centre. All students are provided with impartial information through leaflets and information packs sent home and by also accessing Briarwood's Transition Fayre.

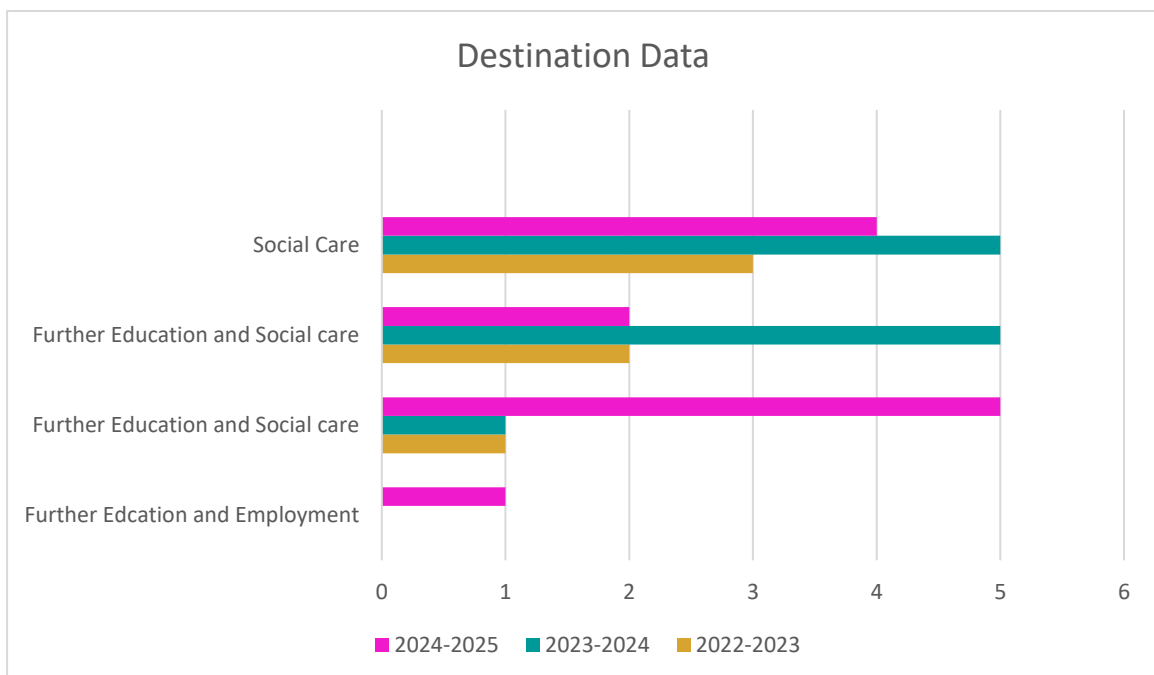


Year 11 Students due to transition



Students transitioned to Briarwood's Sixth form centre

### Destination data - Post 19



2022-2023		
Student A	15.02.2004	Social care provision at home – bespoke package
Student B	18.05.2004	Social care provision with carers at home – bespoke package
Student C	30.09.2003	Social care provision – Silva care
Student	14.10.2003	Weston college & Elmtree farm
Student E	12.06.2006	Weston college
Student F	21.12.2006	Baytree School – Sixth form

2023-2024		
Student A	16.06.2006	Bespoke social care package
Student B	21.12.2004	Care Navigation
Student C	14.10.2004	Care Navigation & Tempora support
Student D	15.08.2003	Weston college
Student E	12.11.2004	Social care
Student F	15.12.2004	City of Bristol College & Social Care
Student G	27.01.2005	City of Bristol College (Independence Course)
Student H	15.01.2005	City of Bristol College
Student I	11.05.2005	City of Bristol College
Student J	01.01.2005	City of Bristol College
Student K	08.07.2005	Care Navigation

2024-2025		
Student A	31.01.2006	City of Bristol College
Student B	28.06.2006	Social care

Student C	30.10.2005	City of Bristol College & Social Care
Student D	10.10.2005	City of Bristol College & Social Care
Student E	30.05.2006	Social Care – Silva Care
Student F	20.08.2006	Residential College
Student G	29.11.2005	City of Bristol College and employment
Student H	27.07.2006	City of Bristol & Social Care
Student I	24.07.2006	City of Bristol & Social Care
Student J	15.06.2006	City of Bristol College
Student K	13.03.2006	Social Care
Student L	02.03.2006	Social Care

## 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)

## Links to other policies

- Safeguarding & Child Protection Policy
- Careers Policy
- Curriculum Policy
- Complaints Policy


## Monitoring arrangements

Briarwoods arrangements for managing the access of education and training providers to students are monitored by Sarah Lane-Batt (Careers Lead).

This policy will be reviewed by Sarah Lane-Batt (Careers Lead) annually and approved by the governing board at every review.

# Appendices


## Appendix 1



## 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"/>

## Making it meaningful checklist







Reflection  
Value the Learning

What	To ensure that...	Completed
<b>Record the activity using Compass and Tracker or Compass+</b>	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"/>
<b>Provide students with reflection time and tools</b>	Students have appropriate time to reflect upon their experiences using online applications and/or learning logs.	<input type="checkbox"/>
<b>Reflect on the activity</b>	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
<b>Create a follow up activity</b>	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"/>
<b>Celebrate success</b>	Is promoted across the wider school community using social media, newsletters, local press etc.	<input type="checkbox"/>
<b>Share best practice</b>	Informs the practice and supports professional development in your school and wider careers network.	<input type="checkbox"/>