

Bedford High School
A Specialist Business and Enterprise College
To Care To Learn To Achieve



PROVIDER ACCESS POLICY

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Introduction

This information sets out the school's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 45A and 42B of the Education Act 1997.

The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for schools' and 'Legal duty for schools and academies: access to providers of technical education and apprenticeships' (DfE January 2023).

This policy will comply with the further provision made through the Skills and Post-16 Education Act 2022 and will provide a minimum provision with a provider of technical education or apprenticeships of:

- Two encounters first key stage – Year 8 and Year 9, by 28 February in Year 9
- Two encounters second key phase – Year 10 and 11, by 28 February in Year 11

This policy also complies with:

- Section 42A, 42B, 45 and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008

The 'Baker Clause' Student entitlement:

Students in Years 7 – 13 are entitled to:

- find out about technical education qualifications and apprenticeships opportunities, as part of a 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 options evening's, assemblies and group discussions and taster events;
- understand how to make applications for the full range of academic and technical courses.

This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. At Bedford High School, we are wholly committed to achieving 100% on all Gatsby Benchmarks in order to create exceptional Careers programme that provides our students with highly effective work-related experiences. All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes.

The 8 Gatsby Benchmarks are as follows;

1. Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers and employers.

2. Every student, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.
3. Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Every student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

Student Entitlement

Students attending Bedford High School are entitled to:

- Receive a stable careers programme from Year 7 that continues until they leave school.
- Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant.
- Receive personal advice that helps students to achieve their individual careers goal – whether this is Higher Education, an apprenticeship or employment.
- Support to develop the self-awareness and career management skills to prosper in HE and employment.

- Career activities during from time, assemblies and PDE lesson covering options after school, the world of work, the job market and the skills needed for the future.
- The opportunity to relate what they learn in lessons to their life and career beyond school.
- The opportunity to talk through their careers and educational choices with staff including form tutors and the careers team.
- Support they need to make the right choices from Key Stage 4.
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local job market information and relevant entry requirements.
- Receive up-to-date information about careers and skill-development opportunities.
- Understand how different subjects help keep different options open.
- Have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs.
- Find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available (see Appendix B Provider Access – Calendar of Events).
- Hear from a range of local providers about the opportunities they offer, including A Level, technical, higher technical education and apprenticeships (see Appendix A Provider Access – List of Providers).
- Understand how to make applications for the full range of academic and technical courses.
- Have meaningful and helpful encounters with employers and other education providers; this could be done through visits, taster days, assemblies, talks and meetings at school and use The Careers and Enterprise Company 'Making it meaningful checklist'.

<https://resources.careersandenterprise.co.uk/sites/default/files/2022-07/1207 - meaningful encounters checklist 1.pdf>

- A mandatory and minimum of two encounters for students in Year 8 to Year 9 and two encounters for students in Year 10 and 11 (see Appendix C Provider Access – Student Encounters).
- Consider students who may require additional support, eg students who are suspended have a careers interview on their return, students from Year 7 to 11 who are looked after, with SEND, an education, health and care plan, will have a career interview each year.
- The provider encounters, online or face to face, will be scheduled during the main school hours and the provider will be given a reasonable amount of time, as a minimum to:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers (see Appendix D – Provider Access Questions for Providers).
- 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 students from that provider)
- A meaningful encounter with a representative from the world of work through work experience in Year 10.
- To be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.

Education Providers

We invite a wide range of education providers to our careers events, including Further Education, Higher Education, Apprenticeship Providers, Technical and Higher Technical Qualifications Providers (HTQs) (see Appendix A – List of Providers who are invited to events. Education providers will be provided with a calendar of events. Appendix B – Calendar of Events, Appendix D – Questions for Providers).

Destinations of our students

Destination data for the past three years is on our school website within the careers page, a summary of the data for 2022 leavers is below. Almost 50% of students went on to study at Wigan & Leigh College with all other students going on to study at a wide range of Colleges across Wigan, Warrington, Bolton and Salford.

2022	Bedford	%	Wigan Borough	%
Employment no training	2	0.97%	42	1.09%
Voluntary & Part Time	1	0.49%	8	0.21%
NEET	6	2.91%	102	2.65%
FE	181	87.86%	3320	86.19%
Employment with Training/Apprenticeship	11	5.34%	288	7.48%
Training	5	2.43%	86	2.23%
Grand Total	206			

Parent & Guardian Information

All parents and guardians are encouraged to keep up to date with our CEIAG programme through our website and from parent portal/careers page and up to date LMI information to help them to support their child to follow appropriate pathways.

Parents and Carers are entitled to have:

- Access to links to the National Careers Service information and other independent websites and resources via the school website.
- The opportunity to contact the independent careers advisor, careers lead and WRL coordinator.
- Access to information and guidance through Frog and parent information evenings including choosing options.
- Access a list of the Providers who are invited into school and are encouraged to review these Providers and their courses, qualifications and Ofsted grades (see Appendix A – List of Providers).

Young people do not make careers decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible. We encourage parents and guardians to have careers conversations with their child at key stages and events about future options and utilize the resources through the National Careers Service and Careers and Enterprise Company, for example: Parents and guardians of students with an education, health and care plan are invited to attend SEND coffee mornings in school and use the 'Parents' Talking Futures Toolkit' to support them with this.

<https://www.talkingfutures.org.uk/>

A parent or student wishing to request additional support or information should contact:

Janet Madden – Careers Leader/Director of Learning
Email: j.madden@bedford.wigan.sch.uk

Management of provider access requests

A provider wishing to request access should contact:

Mrs Birchall, Community and Work Related Learning Coordinator
Telephone: 01942 909009, Email: p.birchall@bedford.wigan.sch.uk

Opportunities for access

There are a number of events, integrated into the school careers programme. Our CEIAG calendar of events shows the most update information on our current offer.

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:

- Careers Fair
- Parents Evening
- Careers Week
- Form Activities

- Independent Careers Advice provided by Aspiring Futures
- Assemblies
- Mock Interviews
- Aspiration Week
- Enrichment Day

Please review opportunities outlined in Appendix B – Calendar of Events or speak to our Community and Work Related Learning Coordinator to identify the most suitable opportunity for you and our students.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at reception.

Once a request has been accepted Mrs Birchall will liaise with the provider to organise finer details.

Granting and refusing access

We will grant access requests that meet the following criteria:

- Requests from Ofsted registered 11-19 providers
- That are reasonable and do not impact on existing educational provision for our students.

Safeguarding

Our safeguarding policy outlines the school's procedure for checking the identity and suitability of visitors. The policy can be found on the school website. Education and training providers will be expected to adhere to this policy.

Premises and facilities

Anyone wishing to request access should contact the Careers Co-Ordinator to inform them of their needs. The school will make a suitable space available for discussion between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Co-Ordinator or a member of the Careers team.

Links to other policies

This programme will raise aspirations, challenge stereotyping and actively promote equality and diversity.

This policy should be used in conjunction with:

- Safeguarding/child protection policy
- Careers guidance policy
- Curriculum policy

CEIAG Impact

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

The Assistant Headteacher/Careers Lead evaluates the careers programme in a number of ways, including;

- Provider feedback.
- Student feedback on their experiences of the careers programme and what they gained from it.
- Staff feedback on careers lessons, awareness weeks, mock interviews etc.
- Feedback from external partners and from parents/guardians.
- Gathering informal feedback from external partners and from parents/carers.
- Quality assurance of form tutor time and guest speaker programme.
- Student destination data post 16 and post 18.
- School leavers and parents/carers are asked to give their consent to be contacted post-16 and for their continuing journeys to be tracked for three years.
- Students are invited to join the alumni network and to celebrate their future successes with current students.

The curriculum delivery of PDE is monitored by the T&L coordinator for PDE, in line with whole school quality assurance for teaching and learning procedures. This includes:

- Planning work scrutinies with student voice
- Learning walks
- Lesson monitoring/observations

Complaints:

A copy of the Complaints Policy is on our school website. Formal complaints with regards to provider access can be made to the Headteacher by emailing: enquiries@bedford.wigan.sch.uk or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

Appendices:

- Appendix A – List of providers
- Appendix B – Calendar of Events
- Appendix C – Student encounters
- Appendix D – Questions for providers and visitors

Next Review Period: February 2024