



# Provider access policy statement



Approved by: Anita Banczerz

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Next review due by: June 2024

## 1. 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

## 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 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.

### 2.1 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

Kensington Queensmill School is an autism specific provision. All students on roll have an EHCP with a diagnosis of autism. Our careers programme aims to achieve the encounters outlined above, but also recognises that it may not be accessible for all pupils. Therefore, the Kensington Queensmill School careers programme is tailored and individualised to meet each pupil's individual needs.

## 2.2 Meaningful provider encounters

Our school is committed to providing meaningful encounters to all pupils, where appropriate.

1 encounter is defined as 1 meeting/session between pupils and 1 provider.

Meaningful live online engagement is also an option at our school.

## 3. Student entitlement

All students in years 8 to 14 at Kensington Queensmill School, where appropriate, 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, 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, with support

## 4. Management of provider access requests

### 4.1 Procedure

A provider wishing to request access should contact Janja Vodusek, Careers Lead for Kensington Queensmill School.

Telephone: 0203 745 7044

Email: [janja.vodusek@thequeensmilltrust.com](mailto:janja.vodusek@thequeensmilltrust.com)

### 4.2 Opportunities for access

#### Key Stage 3 – Year 7, 8, 9

During KS3, the focus of career education is primarily on introducing students to the concept of work and assisting them in acquiring the necessary skills and knowledge to make well-informed decisions regarding their future careers. This encompasses familiarizing students with various occupations and industries, as well as exploring their personal interests and strengths.

At Kensington Queensmill, the career education program is customized to cater to the specific requirements and abilities of autistic students. This involves utilizing visual aids, structured activities, and hands-on learning opportunities to aid students in comprehending and actively engaging with the material.

Specific activities that may be incorporated into the KS3 career education program for autistic students comprise:

- Engaging in interactive activities, such as role-playing and job shadowing, to explore a wide range of career options.
- Enhancing social and communication skills through group work and simulated job interviews.
- Acquiring knowledge about the skills and qualifications essential for different occupations.
- Participating in on-site work experience placements to gain practical experience and skills.
- Exposing students to diverse businesses through workshops and informative talks.
- Ultimately, the objective of the KS3 career education program for autistic students is to establish a solid foundation for their future success in the workforce, enabling them to make informed decisions about their career paths.

#### Key Stage 4 – Year 10, 11

At Kensington Queensmill, our Key Stage 4 careers programme is meticulously designed to assist our students in acquiring the necessary skills and knowledge to prepare for the next phase of their lives, whether it involves further education, employment, or independence.

To initiate this process, we collaborate closely with our students to discern their strengths, interests, and aspirations for the future. This entails exploring various career options and facilitating their understanding of the requirements and qualifications associated with each profession.

Once we have gained insight into our students' ambitions, we work together with them to devise a tailored career plan that delineates the essential steps needed to accomplish their objectives. This plan may encompass pursuing higher education, obtaining work experience, or honing specific skills and competencies.

In order to bolster our students' endeavors towards their career goals, we provide an array of resources and support services, which include:

- **Work experience:** We actively assist our students in securing placements within local businesses, affording them invaluable hands-on experience and the opportunity to enhance their skills and self-assurance.
  - **School-based work experiences:** All students in Key Stage 4 and Key Stage 5 will engage in work experiences either through specific roles within the school or by participating in skills workshops.
  - **Community-based work experience:** Students who are capable of venturing into the public domain will be offered work experiences within the community, facilitated through local businesses.
- **Exposure to diverse businesses:** We arrange workshops and talks that expose our students to various industries and enterprises, broadening their understanding of different career paths.
- **Further education:** Starting from Year 10, students will be invited to attend an on-site Further Education/College fair, enabling them to interact with and gain insights about their prospective paths and future options. Additionally, colleges will be invited to address students during planned assemblies.

### **Key Stage 5 – Year 12, 13, 14**

Our KS5 career program is designed to equip our students with the necessary skills and knowledge to thrive in their future professional endeavors. We offer a comprehensive range of activities and support to ensure their successful transition into their chosen careers and their ability to become self-reliant members of society.

Throughout Key Stage 5, we provide various opportunities for our students, including:

- **Mentorship:** Collaborating with local businesses and community organizations, we facilitate mentorship programs that enable students to work closely with experienced professionals. These mentors offer invaluable guidance and support throughout the students' career exploration and development.
- **Exposure to different businesses:** Through workshops and informative talks, we introduce our students to a wide range of industries and companies. This exposure allows them to gain insights into various career paths and helps inform their decision-making process.
- **School-based work experiences:** All students in both KS4 and KS5 have the chance to engage in work experiences within the school environment. This can involve specific roles within the school or participation in skills workshops that simulate real-world work scenarios.
- **Community-based work experience:** For those students who are ready to venture into the public, we offer opportunities for work experiences within local businesses. This allows students to gain practical skills and experience in a real work setting, contributing to their overall growth and development.
- **Further education support:** Starting from year 10, students are encouraged to attend an on-site FE/College fair, where they can explore their future pathways and interact with representatives from further education institutions. Additionally, colleges are invited to speak during planned assemblies, and organized visits to FE/colleges are arranged for KS5 students.
- **By actively engaging in these activities, our students are well-prepared and empowered to make informed decisions about their future careers, laying a solid foundation for their continued success.**

### **4.3 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.

### **4.4 Premises and facilities**

- Providers will have access to interactive white boards, specialist equipment such as audio and visual devices, training rooms, meeting rooms, and other specialist rooms within the building.
- Arrangements around facilities will be made with the Careers Leader.
- Providers will be encouraged to share any resources with the Careers Leader prior to their visit with pupils in order to ensure that materials are appropriately adapted and accessible.

## **5. Links to other policies**

Outline any links to other policies you have, such as:

- Safeguarding/child protection policy
- Careers guidance policy

## **6. Monitoring arrangements**

The school's arrangements for managing the access of education and training providers to students are monitored by Jorge Hernando Garijo Assistant Head and Careers Leader for both Queensmill and Kensington Queensmill schools.

This policy will be reviewed by Anita Bancercz, Head of School, annually.

At every review, the policy will be approved by the governing board.