

Alfreton Park School



Provider Access Policy Statement

| Date | Review Date | Headteacher's Signature |
|--------------------------|--------------|-------------------------|
| January 2026 | January 2027 | J O'Donnell |
| Governors minute number: | 25/52 | |

Chair of Governors: John Glasby
Headteacher: Josie O'Donnell
Deputy Headteacher: Emma Durham

Provider Access Policy Statement

This policy statement sets out the school's arrangements for managing requests for access from education and training providers, for the purpose of giving pupils information about their approved technical education qualifications and apprenticeships.

This policy complies with the school's legal obligations under Section 42B of the Education Act 1997, as amended by the Technical and Further Education Act 2017 (commonly referred to as the *Baker Clause*).

Pupil Entitlement

All pupils in Years 8 to 13, for whom it is appropriate, are entitled to a comprehensive programme of provider encounters as part of the school's careers programme, which is designed to meet the requirements of the Gatsby Benchmarks, particularly Benchmark 7 (*Encounters with Further and Higher Education*).

Pupils are entitled to:

- learn about approved technical education qualifications, apprenticeships, T Levels, and other education and training pathways, as part of a careers programme that provides information on the full range of post-16 and post-18 options at each key transition point;
- hear directly from a range of local, regional, and national providers, including further education colleges, training providers, sixth forms, and supported internship providers, through a variety of activities such as assemblies, group discussions, careers events, and taster opportunities;
- understand the application processes, entry requirements, and progression routes for the full range of available education and training options.

In line with statutory requirements:

- All pupils in Years 8 and 9 will have a minimum of two meaningful encounters with approved education or training providers by the end of Key Stage 3;
- All pupils in Years 10 and 11 will have a minimum of two meaningful encounters with approved education or training providers by the end of Key Stage 4;
- Pupils in Years 12 and 13 will continue to have ongoing opportunities to engage with education and training providers, particularly to support progression to further learning, training, supported employment, or adulthood pathways.

Provider encounters will be scheduled during the school day and will allow sufficient time for providers, as a minimum, to:

- share information about their organisation and the approved qualifications, courses, apprenticeships, T Levels, or supported internship opportunities they offer;
- explain the career pathways and progression routes linked to those options;
- provide insight into what it is like to learn or train with the provider, including (where appropriate) opportunities to meet staff, learners, or apprentices;
- respond to questions from pupils in a way that is accessible and appropriate to their needs.

Meaningful Provider Encounters

A provider encounter is defined as a structured meeting or session between pupils and a single education or training provider.

The school is committed to ensuring that all provider encounters are meaningful, in line with the Gatsby Benchmarks and the Department for Education's statutory guidance. To support this, the school uses the "Making it Meaningful" checklist to plan, deliver, and evaluate provider encounters.

A meaningful provider encounter will:

- be purposeful and planned, with clear learning outcomes linked to pupils' stage, needs, and next steps;
- provide accurate and impartial information about the provider's education or training offer, including technical qualifications, apprenticeships, T Levels, or supported internship pathways where appropriate;
- allow pupils the opportunity to engage directly with the provider, ask questions, and explore progression routes;
- be accessible and appropriate for all pupils, including those with special educational needs and disabilities (SEND);
- support pupils to make informed decisions about future learning, training, or employment options.

Previous providers

In previous terms/years we have invited the following providers from the local area or taken our pupils to visit:

- Project Search Supported Internship Scheme
- Landmarks College
- Chesterfield Royal Hospital
- Portland College
- Broomfield College
- Rolls Royce

Destinations of Our Pupils

The school monitors and reviews the destinations of pupils as part of its commitment to providing a high-quality, impartial careers programme that supports positive progression outcomes for all learners.

In the most recent academic year, pupils in Year 14 progressed to a range of post-school education and training providers within the local area, reflecting a variety of pathways matched to individual needs and aspirations. These included:

- **FairPlay**
- **The Seashell Trust**
- **Aera Support – Genesis Centre**

Destination data is used to:

- inform the ongoing development of the school's careers programme;
- ensure pupils are being prepared effectively for their next steps;
- support evaluation of provider encounters and progression pathways;
- meet statutory requirements for tracking post-16 and post-18 destinations.

Where appropriate, destination information is shared with relevant partners to support smooth transitions and continuity of provision.

Management of Provider Access Requests

Any education or training provider wishing to request access to the school should contact:

Peter Csizmadia

Post-16 and Careers Lead

pcsizmadia@alfretonpark.derbyshire.sch.uk

Requests for access will be considered in line with the school's **careers programme**, safeguarding arrangements, and the **individual needs and readiness of pupils**, including those with special educational needs and disabilities (SEND).

The school reserves the right to determine the **timing, format, and nature** of provider encounters to ensure they are appropriate, accessible, and beneficial for pupils.

Opportunities for Access

The school provides a minimum of **six meaningful provider encounters**, as required by law, delivered in a way that is **appropriate to the age, stage, needs, and aspirations of pupils**. These encounters are embedded within the school's wider careers and preparation for adulthood programme.

In addition to the statutory encounters, the school offers a range of **additional opportunities** for providers to engage with pupils, parents, and carers. These may include:

- small group sessions or workshops;
- assemblies or targeted information sessions;
- careers events or transition-focused meetings;
- opportunities to engage with parents and carers, where appropriate.

All provider encounters are carefully planned to ensure they are:

- **accessible and differentiated** for pupils with SEND;
- delivered in a way that supports understanding, communication, and engagement;
- aligned with pupils' **Education, Health and Care Plans (EHCPS)** and preparation for adulthood outcomes, where relevant.

Providers are encouraged to discuss their offer with the **Careers Leader** to identify the most suitable format and opportunity to engage with pupils or parents/carers.

All visits will be conducted in line with the school's **safeguarding policies and procedures**, and providers will be supervised by a member of school staff at all times.

Complaints

Any complaints regarding provider access to the school should, in the first instance, be raised in accordance with the school's Complaints Procedure.

If a complaint is not resolved at school level, or relates specifically to the statutory provider access duty, it may be escalated to The Careers & Enterprise Company, which supports the delivery of the Gatsby Benchmarks and provider access requirements.

Details of the school's Complaints Procedure are available on the school website or upon request.