

Educational and Employment Provider Access Policy

Introduction:

This policy statement sets out the school's/college's statutory arrangements for managing the access of providers to pupils/learners at the settings for the purposes of giving them high quality careers education and guidance. This helps pupils/learners prepare for their lives after school/college by providing a clear understanding of the opportunities available to them and prepare them for the transition into the wider community. It is important that the information that is shared with our pupils/learners is accessible through means that are appropriate to their special educational needs, which shall be decided in consultation with each individual's Educational Health and Care Plan.

This policy refers to the following legislation:

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

Other policies to be referred to include:

- Adult at Risk Safeguarding Policy and Procedure
- Child Protection Safeguarding Policy and Procedure
- Risk Assessment Policy
- School/College Visitors Policy
- SEND Policy
- Teaching, Learning, Assessment and Curriculum Policy
- Employment and Enterprise Strategy

Definitions

A provider in this policy includes any persons suitably qualified or equipped person able to discuss, T Levels, apprenticeships, traineeships, supported internships, technical and vocational qualifications, applied qualifications and higher technical skills courses with autistic pupils/learners. Visiting providers should include Further Education Colleges, Studio Schools, University Technical Colleges, Institutes of Technology and a range of providers of apprenticeships and technical options, including Independent Training Providers (ITPs).

Aim:

This policy aims to set out our school's/college arrangements for managing the access of careers education and training providers to pupils/learners for the purpose of giving them information about potential training, career and further education opportunities offered by the providers.

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.

Student Entitlement:

Each school/college shall support the requirement for pupils/learners to have direct access to to other providers of further education training, technical training and apprenticeships. The school/college will comply with the new legal requirement to put on up to six encounters with providers of approved technical education qualifications or apprenticeships relevant for the learner/pupil's educational level. This shall be achieved in line with each school/college's individual Employment and Enterprise Strategy and 'Learner Journey'

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programme.

Management of provider access requests procedure

A provider wishing to request access should contact Ambitious about Autism Employability Lead, info@ambitiousaboutautism.org.uk

Opportunities for access

There are a number of events, integrated into our Employment and Enterprise Strategy and 'Learner Journey' programme across the school/college e.g. National Careers Week, educational trips and visits. The strategy and programme offer providers an opportunity to come into school and college settings to speak to pupils/learners and/or their parents/carers. There are procedures outlined in our school/college Visitors Policy and Risk Assessment Policy for allowing visitors to the school/college.

Safeguarding

Our adult and child safeguarding protection policy outlines the school/college's procedure for checking the identity and suitability of visitors. Education and training providers will be expected to adhere to this policy. Please speak to the Employability Lead to identify the most suitable opportunity for you.

Premises and facilities

The school/college will make classrooms or private meeting rooms available for discussions between the provider and pupils/learners, as appropriate to the activity. The school/college will also make available computer equipment and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Employability Lead and the Employment Lead for each setting. Please see our school/college Visitors Policy for more information about visiting the sites.

Roles and Responsibilities

Employability Lead

The employability lead has strategic oversight over the Ambitious about Autism and Ambitious about Autism Schools Trust's career strategy and framework. They will work with the settings staff to ensure visits by education and training providers are managed appropriately and are in accordance with the careers programme for each setting.

SLT

Members of the Senior Leadership Team (SLT) are responsible for the day-to-day management of all aspects of the school's/college's work including ensuring the safeguarding, protection, health and safety of our pupils/learners. They share responsibility with the Governing Body for developing and implementing the policy and procedure for educational provider access, events and activities. They work closely with the class teachers and keep the governing body informed of this area of the school's/college's development through the termly report to governors.

Designated Safeguarding Lead

The DSL takes lead responsibility for child/adult protection and wider safeguarding arrangements.

The Director of Education is the Organisation Lead and has overall responsibility for safeguarding. In the absence of the Director of Education the role will be delegated to another trained member of the Executive Leadership Team.

During term time, the DSL will be available during school/college hours for staff to discuss any safeguarding concerns. See Appendix 1 for a full chart of DSL and Deputy DSL.

When the DSL is absent, the Head of School/College will act as cover for their services. If the DSL and Head of School are not available, the Director of Education will act as cover (for example, during out-of-hours/out-of-term activities).

The DSL will also keep the Organisational Lead informed of any issues and liaise with Local Authority case managers and designated officers for child/adult protection concerns as appropriate. The

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Organisational Lead in turn will brief and keep updated the Chief Executive and/or Chair of Trustees as appropriate.

Governors

The Governing Body monitors pupil/learner progress and their transitions to ensure each pupil/learner is being provided the best opportunities from their setting and to make sure arrangements are in place to allow a range of education and training providers to have access to all pupils/learners.

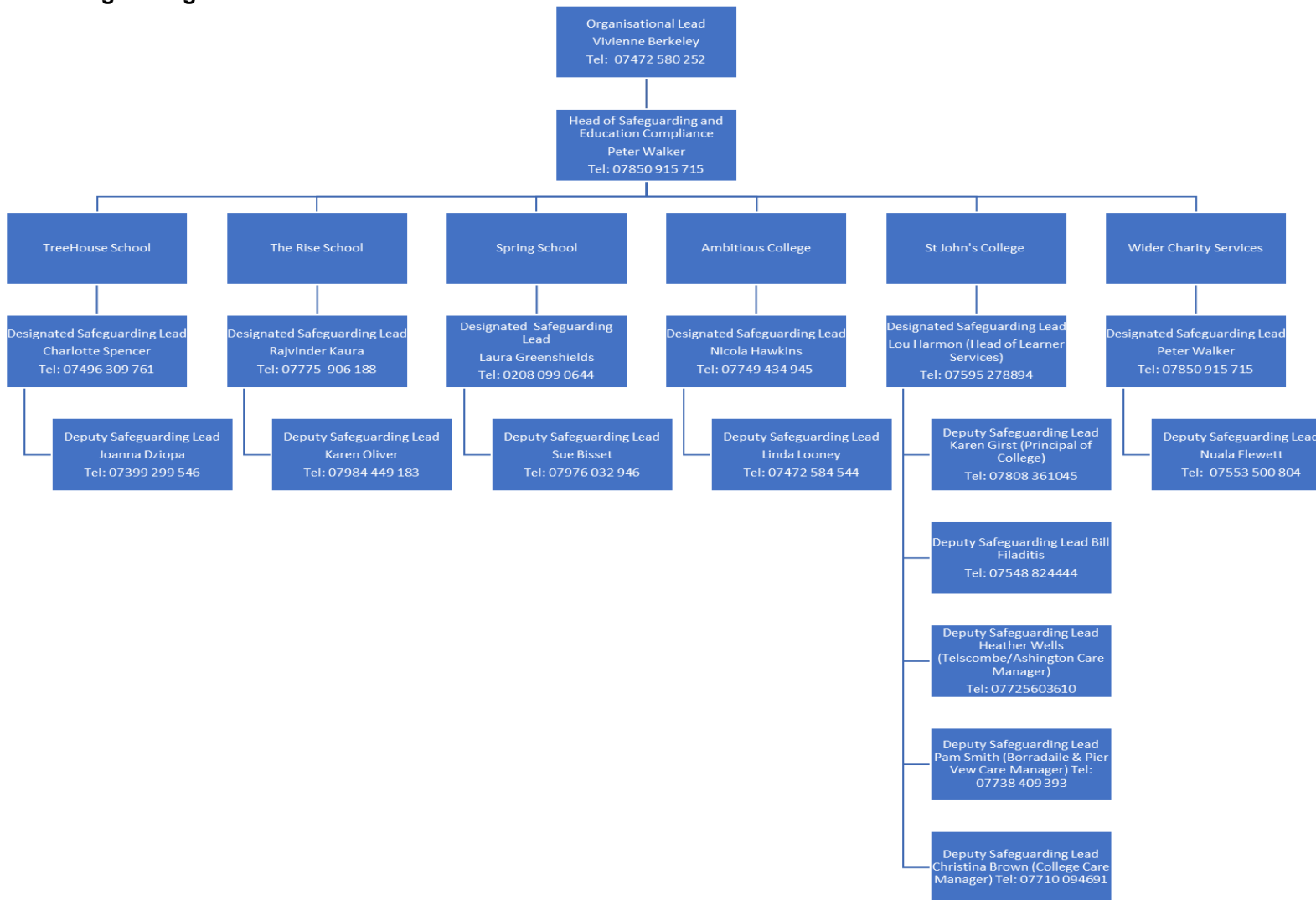
The governing body has a statutory duty to ensure that the necessary provision is made for the safeguarding, protection, health and safety of our pupils/learners. The governors oversee the school's/college's provision and report annually on these areas.

Monitoring

This policy shall be reviewed every year and be circulated amongst each setting's Governing Body for approval.

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Appendix 1: Designated Safeguarding Leads



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