

High Grange

Adaptive thinking, Communication, Emotional wellbeing, Independence

Supporting learning & growth

PROVIDER ACCESS POLICY

Last Update: **September 2025**

Responsible: **Principal**

Page: **1 of 4**

This policy promotes ACE because;



High Grange Schools provider access policy is a structured opportunity to practice adaptive thinking, enhance communication, and support emotional well-being in safe, guided ways. For our students, the combination of preparation, scaffolding, and real-world exposure to next steps beyond High Grange school, fosters both practical and social-emotional skills that prepare our students to become as independent as possible.

Contents

1. Aims

High quality careers education and guidance is pivotal to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them at post-16 and post-18, including wider technical education options such as T-Levels and Higher Technical Qualifications

2. Commitment

High Grange 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. High Grange School is fully aware of the responsibility to set students on the path that will secure the best outcome which 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 route, be that academic or technical.

High Grange School endeavours to ensure that all students 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).

High Grange School is committed to achieve the eight Gatsby Benchmarks of Good Career Guidance as follows:

1. A stable career programmes
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The updated Gatsby Benchmarks have introduced several changes to enhance careers guidance for young people. These updates will be implemented at High Grange School by implementing the following objectives into our career's education programme.

Stable Careers Programme

- Maintain a structured and consistent careers programme for all year groups.
- Regularly review and update the programme to reflect current best practices and labour market trends.

Impartial Advice and Guidance

- Provide students with access to qualified careers advisors.
- Ensure advice is unbiased and tailored to individual needs.

Technology and Innovation

- Incorporate digital tools and resources into careers education.
- Utilise online platforms for virtual work experiences and career exploration.

Labour Market Awareness

- Educate students about current and future labour market opportunities.
- Foster partnerships with local employers and industry professionals.

Reducing NEET

- Implement targeted interventions for students at risk of becoming NEET. (Young people not in education, employment or training)
- Monitor and support students' progress through regular follow-ups especially at key transitional key points /Year 9 options and Post 16 options.

3. Rationale

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.

High Grange School policy for Access to other education and training providers has the following aims:

- To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.
- To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.
- To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training)

4. 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. As an 11 to 16 school, provision at High Grange School is focused on meeting the requirements of young people in years 8 to 11.

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. This policy shows how our school complies with these requirements

5. Student entitlement

High Grange School fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will endeavour to comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. The programme of careers related opportunities in each year group, some of which dovetail with the pastoral/lifelong learning curriculum, have been carefully designed to support students' journey at each stage of their secondary education. Encounters will take place throughout the year in workshops, different events, as part of the assembly programme for each year group, Form Time/Lifelong learning programme, National Apprenticeship Week and National Careers Week.

All students in years 7 to 13/14 at High Grange School 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;
- understand how to make applications for the full range of academic and technical courses.

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6. Live/virtual encounters

The school will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

7. Equality and diversity

Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. The school is committed to encouraging all students to make decisions about their future based on impartial information.

8. Management of provider access requests

This policy has been developed and is reviewed annually by the Deputy headteacher and Head of personal development (Chris Haines/Alison Seager Spicer) this is based on current good practice guidelines by the Department for Education. A provider wishing to request access should contact the Deputy Headteacher, Mr Chris Haines or the Head of personal development Alison Seager-Spicer.