

Provider’s Access Policy Statement (Baker Clause)

Introduction

Hungerhill School uses the Gatsby Benchmarks as a guide to planning the CEIAG programme. As part of our commitment to informing our students of the full range of employment, learning and training pathways on offer to them, we consider requests from training, apprenticeship, and vocational education providers, who are then invited to speak to students. This policy statement sets out the school’s arrangements for managing the access of providers to students at the school. This complies with the school’s legal obligations under Section 42B of the Education Act 1997.

Student Entitlement

Students in years 7-11 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 transition.
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events.
- Understand how to make applications for the full range of academic and technical courses.
- Students are entitled to two encounters with approved providers of apprenticeships and technical education during the ‘first key phase’ (Year 8 or 9) this will be between the 01st September (year 8) and the 28th February (year 9)
- Students are entitled to two encounters with approved providers of apprenticeships and technical education during the ‘second key phase’ (Year 10 or 11) this will be between the 01st September (Year 10) and the 28th February (year 11)

Management of Provider Access Requests

Procedure

A provider wishing to request access should, in the first instance, contact the Head of Careers or the Assistant to Head of Careers. Any requests will be considered in relation to the efficient running of the school by the Senior Leadership Team.

Opportunities for Access

A number of events, integrated into the school’s careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents – as outlined below.

Year 7	Assemblies / PSHE lessons (START digital platform) /Enrichment and Drop-Down Days/Curriculum links to Business/Careers Fairs/ Encounters with providers of further education, higher education, apprenticeships, traineeships, and employers
Year 8	Assemblies / PSHE lessons (START digital platform) /Option Evenings/Enrichment and Drop-Down Days/Curriculum links to Business/Careers Fairs Encounters with providers of further education, higher education, apprenticeships, traineeships, and employers
Year 9	Assemblies / PSHE lessons (START digital platform) / Activity days/Curriculum links to Business/Careers Fairs Encounters with providers of further education, higher education, apprenticeships, traineeships, and employers
Year 10	Assemblies / PSHE lessons (START digital platform) /Work Experience/Enrichment and Drop-Down Days/Curriculum links to Business/Drop-in sessions/Careers Fairs/Mock

	Interviews Encounters with providers of further education, higher education, apprenticeships, traineeships, and employers
Year 11	Assemblies / 16+ Evenings / PSHE Lessons (START digital platform) /Curriculum links to Business/Drop-in Sessions/Careers Fairs/One to one careers guidance appointment/ Encounters with providers of further education, higher education, apprenticeships, traineeships, and employers

Requests should be emailed at least 12 weeks in advance of an activity/presentation delivery date. All requests will be given due consideration from the Senior Leadership Team and the Head of Careers. Requests will be refused if:

- They impact on students’ preparation for public or internal exams.
- They clash with other planned school events.
- The school is unable to provide staff to support the event.
- Rooming is unavailable due to timetabling.

Premises and Facilities

The school will make the main halls, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment that is available to support provider presentations. This will all be discussed and agreed in advance of the visit with the Head of Careers. Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Team. Students will be notified that these are available to them.

Parental Involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their child. The school is keen to foster parental involvement in the Careers Programme, wherever possible.

Events for Parents and Carers

Parents/carers are invited into school to discuss their son/daughter’s progress at Parents’ Evenings. Representatives of the Careers Team, as well as education and training providers, attend events for specific year groups. In addition, specialist events for parents include Key Stage 4/GCSE Options Evening (Yr8), and Post-16 Options Evening (Year 11). Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via letters and texts home, the school website/portal and social media. Parents/carers are welcome to attend careers meetings, by prior arrangement and, in some cases, will be asked to attend. They are also welcomed to make contact with the Career’s Team at school, should they have any questions or concerns.

Equal Opportunities

The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills, and strengths. The team work on early identification of

students requiring additional support, with no limit placed on how many times a student might see a Careers Adviser.

Monitoring and Evaluation

When monitoring the success of the Career's Programme, the school considers formal and informal measures, qualitative and quantitative data, and hard and soft outcomes for students. The Career's Programme is evaluated in a number of ways, including:

- Student feedback on their experience of the careers programme and what they gained from it.
- Gathering informal feedback from external partners.
- Student destination figures post-16