

Copley Academy

Provider Access Policy



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1. INTRODUCTION:

This policy provides a framework to guide education and training providers to students in their work with Great Academies.

This policy is based on

- the requirement on schools 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 A level, vocational and technical education qualifications and apprenticeships.
- the Great Academies Education Trust (GAET) Vision and Values.

2. PURPOSE AND OBJECTIVES

Purpose

This policy aims to set out our academies' arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer.

Objectives

The objectives of this policy are to

- allow academies to offer varied an extensive independent advice and guidance for students to make informed choices and enable them to be sustained in Year 12 and 13
- set out procedures in relation to requests for access
- explain the grounds for granting and refusing requests for access
- provide details of premises or facilities to be provided to a person who is given access

3. GUIDING PRINCIPLES

This policy is guided by legislative duties, national guidance and the GAET Vision and Values

Key legislative duties and national guidance

Section 42B of the [Education Act 1997](#) – This states that the Trust must ensure that there is an opportunity for a range of education and training providers to access registered pupils during the relevant phase of their education for the purpose of informing them about approved technical education qualifications or apprenticeships. Also that the Trust must prepare a policy statement setting out the circumstances in which education and training providers will be given access to registered pupils for the purpose of informing them about approved technical education qualifications or apprenticeships

Each Academy is committed to fulfilling its statutory duty to provide impartial careers education and guidance to all students in accordance with:

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

Each academy will adhere to the Department for Education's "Careers guidance and access for education and training providers" published in 2018 and updated in January 2023 and recognise the importance of monitoring our careers programme against the 8 GATSBY benchmarks.

Each Academy also commits to fulfilling our duties to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics in line with the 2010 Equality Act. Each Academy will have numerous opportunities for providers of education and training to access pupils in order to share information.

Introduced as an amendment to the Technical and Further Education Act 2017, the Baker Clause stipulates that schools must allow colleges and training providers access to every student in Years 8 to 13 to inform them about approved technical education qualifications and apprenticeship, with this provision increasing to include Year 7 from January 2023.

The 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](#).

GAET Vision and Values Vision

“Great Academies Education Trust will be a truly outstanding, outward facing multiacademy trust supporting its academies, from their starting points, to become outstanding.

All pupils will make exceptional academic progress in all subjects and regardless of age or stage will be work and college ready.”

Our academies will be places where pupils are valued as individuals, where they will have opportunities to achieve highly, lead strongly and develop into confident, responsible and successful young adults.”

In implementing this policy, the Trust and its employees will work with all other relevant agencies to develop outstanding procedures for the provision of information about A level, vocational, employment or training including apprenticeships

Values

“All individuals will embody our values

Genuine - mutually trusting, open, honest and reflective.

Respect(ful) to all.

Excellent at what they do, striving for excellence and intolerant of mediocrity. **Achievement focussed**-understanding that academic excellence is the goal and high aspirations key to each child achieving their academic potential .

Together-believing that we can make the biggest difference when we work as a strong team.”

In implementing this policy, all decisions taken with regard to providing access to students for education and training providers will be genuine, focussing on the eligible pupils. The ways in which the information is provided will be respectful to the differing needs of the eligible pupils. The plans for making students aware of the options open to them will always strive for excellence and will enable them to achieve the highest academic standards possible. Academy staff will work together with each other, and the other agencies, to focus on the best possible outcomes for every pupils.

4 . EQUALITY

The Great Academies Education Trust ensures that all students are made aware of a full range of A level, vocational and technical education qualifications and apprenticeships. We do not discriminate against anyone on the grounds of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation. This is line with the Equality Act 2010 and covers both direct and indirect discrimination.

5 . IMPLEMENTATION GUIDANCE

All students in years 7 to 13 at GAET secondary academies are entitled to:

- Find out about A level, T-Levels, vocational and technical education qualifications, 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
- Between Year 8-13 the Academy will ensure that students have the minimum of six encounters.
 - Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend, to take place any time during year 8 or between 1 September and 28 February during year 9.
 - Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend, to take place any time during year 10 or between 1 September and 28 February during year 11.
 - Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend, to take place any time during year 12 or 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

Our Trust is committed to providing meaningful encounters to all pupils.

One encounter is defined as one meeting/session between pupils and one provider. Meaningful live online engagement is also an option for academies in the Trust.

The appendix to this policy describes how this works in practice at an individual academy as part of their access policy statement. The schools use the [Making it Meaningful checklist](#) from the Careers & Enterprise Company to help ensure all encounters are meaningful.

6 . ROLES AND RESPONSIBILITIES

Trust Board

The Trust board is responsible for

- Developing the Trust's Provider Access Policy

Local Governing body

The local governing body is responsible for:

- Holding the principal to account for the implementation of this policy

Principal

The principal and senior leadership team are responsible for:

- Ensuring this policy is implemented across the school
- Ensuring that all students are made aware of a full range of A level, vocational and technical education qualifications and apprenticeships.

Careers Leader

The school's CEIAG lead is responsible for

- Making arrangements to ensure all students are made aware of a full range of technical education qualifications and apprenticeships and academic pathways post-16 and post-18.

SENDCo

The school's SENCO is responsible for

- Making arrangements to ensure students with SEND and their parents are made aware of a full range of A level, vocational and technical education qualifications and apprenticeships, and that the information they receive is accessible to them and explained clearly.

Other stakeholders

Education and training providers must follow this policy and the academy's procedure as laid out in the appendix.

7 .LINKS TO OTHER POLICIES

This policy should be read in conjunction with national and local guidance and the following GAET/Academy documents and policies:

- GAET Safeguarding and Child Protection Policy
- Statutory guidance here <https://www.gov.uk/government/publications/careers-guidance-provisionfor-young-people-in-schools>
- Gatsby Benchmarks (<https://www.gatsby.org.uk/education/focusareas/good-career-guidance>)
- See links to academy CEIAG Policy

8 .SOURCES CONSULTED

- Section 42B of the Education Act 1997
- What academies, free schools and colleges should publish online <https://www.gov.uk/guidance/what-academies-free-schools-and-collegesshould-publish-online>
- Model policy for Provider Access, The Key
- Careers guidance and access for education and training providers (publishing.service.gov.uk)

Any complaints related to provider access can be raised following the Academy's complaints procedure mail@copleyacademy.org.uk or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

Appendix: Copley Academy
Management of provider access requests

1 Procedure

A provider wishing to request access should contact Trisha Ross, Associate Assistant Principal/Careers Leader.

Telephone: 0161 338 6684

Email: pross@copleyacademy.org.uk

2 Opportunities for access

A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers. Below is an example of activities that occur in the Academy, benchmarked against the Gatsby benchmarks.

Benchmark	Year 7	Year 8	Year 9	Year 10	Year 11
1. A stable careers programme	Annual timetabled events and careers provider access statement published on website. WRL to feature in curriculum time. Pupil Voice and Consultation Evenings will allow for pupil and parent input.	Annual timetabled events and careers provider access statement published on website. WRL to feature in curriculum time. Pupil Voice and Consultation Evenings will allow for pupil and parent input.	Annual timetabled events and careers provider access statement published on website. WRL to feature in curriculum time. Pupil Voice and Consultation Evenings will allow for pupil and parent input.	Annual timetabled events and careers provider access statement published on website. WRL to feature in curriculum time. Pupil Voice and Consultation Evenings will allow for pupil and parent input.	Annual timetabled events and careers provider access statement published on website. WRL to feature in curriculum time. Pupil Voice and Consultation Evenings will allow for pupil and parent input.
2-. Learning from career and labour market information	GREAT Lives Academic Schema– EPE Objectives Assemblies Introduction to Xello and Xello Training	GREAT Lives Academic Schema– EPE Objectives Assemblies	GREAT Lives Academic Schema EPE Objectives National Apprenticeship Week National Careers Week Assemblies	GREAT Lives Assemblies Virtual Employee Talks Introduction to Xello and Xello Training	GREAT Lives Assemblies Alumni Talks Access to Xello

3. Addressing the needs of each pupil	Access to Positive Step drop in meetings and Xello accounts	Access to Positive Step drop in meetings	Access to Positive Step drop in meetings	Access to Positive Step drop ins and Positive Step interviews Speakers for Schools and Talent Foundry Xello Accounts Careers Fairs Employability skills workshops	Access to Positive Step drop ins and Positive Step interviews Transition support to post-16 choices Speakers for Schools and Talent Foundry Xello Accounts Transition workshops
4. Linking curriculum learning to careers	Academic Schema– EPE Objectives Departmental Displays Career of the Month Science Week	Academic Schema– EPE Objectives Departmental Displays Career of the Month Science Week	Academic Schema– EPE Objectives Departmental Displays Career of the Month STEM Day Science Week	Academic Schema– EPE Objectives Departmental Displays Career of the Month	Academic Schema– EPE Objectives Departmental Displays Career of the Month
5. Encounters with employers and employees		Career Talks	GREAT Alumni Talks Career talks	Virtual Employee Talks Speakers for Schools and Talent Foundry Mock interviews Careers Fair and Careers Safari	GREAT Alumni Talks
6. Experiences of workplaces	Inclusion of WRL in school visits	Inclusion of WRL in school visits	Inclusion of WRL in school visits	Inclusion of WRL in school visits.	Inclusion of WRL in school visits
7. Encounters with further and higher education	University of Manchester Gateways programme	University of Manchester Gateways programme	University of Manchester Gateways programme University of Hull visit	University of Manchester Gateways programme Assemblies Participation in GM Higher Activities. Visit to University and Apprenticeship Fair. FE Taster Days University of Hull and Oxford	University of Manchester Gateways programme Aim Higher presentations and activities FE Presentations and knowledge sessions Apprenticeship guidance workshops
8. Personal guidance	Positive Steps Clinic	Positive Steps Clinic	Positive Steps interviews for targeted students Positive steps Clinic	Positive Steps interviews Positive steps Clinic	Positive Steps interviews Positive steps Clinic

Please speak to our Trisha Ross to identify the most suitable opportunity for you.

The academy and providers will work together, and the Academy will ask each provider to provide information to students that, as a minimum, includes:

- information about the provider and the approved technical education qualifications or apprenticeships that the provider offers.
- information about the careers to which those technical education qualifications or apprenticeships might lead,
- a description of what learning or training with the provider is like,
- responses to questions from the pupils about the provider or approved technical education qualifications and apprenticeships.

3 Granting and refusing access

Requests emailed/arranged in advance of an expected date for the planned session.

All requests will be given due consideration from the designated Careers Leader. Requests will be refused if:

- They impinge on student's 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 unable to be found due to timetabling clashes

4 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.

The Academy keeps a list of previous providers and is happy to provide this information on request.

5 Premises and facilities

1. Range of large and spacious classrooms that all have interactive whiteboard technology.
2. Specialist subject rooms, which include ICT, Music Technology, Design Technology, Food Technology, Food Technology and Science Labs.
3. Two Drama/Dance studios.
4. Large Main Hall with ICT facilities.
5. Sports Hall and all-weather pitches.
6. Conference Facilities.

For destinations data please see:

[Careers Education | Copley Academy \(greatacademies.co.uk\)](https://www.greatacademies.co.uk)

The majority of our students attend the three main Further Education providers in Tameside- Tameside College, Clarendon Sixth Form College and Ashton Sixth Form College.

This policy will be reviewed by Jo Tidbury, Assistant Principal, every year.

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