



Careers Education and Provider Access Policy

Category:	Location Specific Policy
Authorised By:	Regional Director under delegated authority
Signed By:	Kris Williams – Regional Director (North)
Author:	
Owner:	Kara Smallman – Head of School, Cumbria Academy for Autism
Version:	1
Status:	Approved
Issue Date:	November 2023
Next Review Date:	November 2024

Version Control

<u>Ver.</u>	<u>Date</u>	<u>Comment</u>
1	September 2023	Initial document

This policy will be subject to ongoing review and may be amended prior to the scheduled date of the next review to reflect changes in legislation, statutory guidance, or best practice (where appropriate).

Contents

1. Aims.....	4
2. Statutory requirements.....	4
2.1. The 6 encounters schools must offer to all pupils in years 8 to 13	5
2.2. Meaningful provider encounters	5
3. Student entitlement.....	6
4. Management of provider access requests.....	6
4.1. Procedure	6
4.2. Opportunities for access	6
4.3. Granting and refusing access	7
4.4. Safeguarding.....	7
4.5. Premises and facilities	7
5. Previous providers.....	7
6. Pupil destinations	8
7. Complaints.....	8
8. Links to other policies	8
9. Monitoring arrangements.....	8

1. Aims

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

The Cumbria Academy for Autism 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).

2. 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.

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](#).

The Cumbria Academy for Autism 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 comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. This will be done in form time in National Apprenticeship Week and National Careers Week, when providers attend careers events at school (World of Work (WOW) week and during site visits to local apprenticeship providers at KS3 and KS4.

This policy shows how our school complies with these requirements.

2.1. The 6 encounters schools must offer to all pupils in years 8 to 13

Schools must offer:

- 2 encounters for pupils during the 'first key phase' (year 8 or 9)
 - All pupils must attend
 - Encounters can take place any time during year 8, and between 1 September and 28 February during year 9
- 2 encounters for pupils during the 'second key phase' (year 10 or 11)
 - All pupils must attend
 - Encounters can take place any time during year 10, and between 1 September and 28 February during year 11
- 2 encounters for pupils during the 'third key phase' (year 12 or 13)
 - Pupils can choose to attend
 - Encounters can take place any time during year 12, and 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

We will also work the provider to ensure this information is provided for in an Autism *friendly* format

Our School school will comply with this requirement by meeting with providers prior to any visit to visit these points, and discuss the time and resources needed to ensure this is of appropriate quality. The Careers Lead will provide these requirements in writing to a provider within a reasonable timeframe prior to any visit.

2.2. Meaningful provider encounters

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

1 encounter is defined as 1 meeting/session between pupils and 1 provider.

One challenge pupils with autism face is making pragmatic links between next steps and employment to support this we will also ensure that pupils from the

earliest age have access to meaningful experiences to careers and employers a list meaningful experiences can be found in appendix

Our School is a specialist school for young people with autism and for some learning difficulties too; as such the School will need to consider how it will enable young people to access a meaningful encounter, some examples of how we might support and work with providers could include;

- Working with a provider to ensure they understand autism and how it applies to their organisation and our young people
- Understanding where the best place for an encounter might be, and what preparation our young people will require for the encounter
- Working with a provider to ensure materials are autism *friendly*
- Working with young people in school post experience to ensure young people have understood the experience and following up with the provider with any clarifications or questions

3. Student entitlement

All students in years 8 to 13 at Cumbria Academy for Autism (CAA) 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, e.g. through activities and events such as options events, assemblies and taster events
- Understand how to make applications for the full range of academic and technical courses
- Independent careers advice through their EHCP from year 9

4. Management of provider access requests

4.1. Procedure

When requesting access to students, providers should contact in the first instance should contact;

A provider wishing to request access should contact J Hedley, Careers Lead.

Telephone: [01900 517632]

Email

4.2. 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:

In appendix (i) we have outlined opportunities provided for training and education providers to speak to students and/or their parents/carers

The School due to its size and specialist nature will seek to be as flexible as possible to ensure providers can speak to pupils year-round. However, to ensure that pupils have consistent termly approach providers will be requested not to ask for access in the two weeks that bookend each of the trimesters, and for pupils accessing qualifications during periods that include exams or mock exams.

Please speak to our Careers Leader to identify the most suitable opportunity for you.

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 Cumbria Academy for Autism is committed to encouraging all students to make decisions about their future based on impartial information and providing this information in the most Autism *friendly* way possible.

We will also ensure that this access is equitable for all pupils, considering all protected characteristics of pupils.

4.3. Granting and refusing access

All written requests for access will be responded to in a timely fashion, either confirming request, suggesting alternate dates / times or the reason why a request has been refused.

4.4. 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, for those that cannot adhere to this policy we would consider this as a reason not grant access.

4.5. Premises and facilities

- Each classroom has access to the internet, interactive whiteboards and seating facilities; all students have access to IT devices such I-pads
- There are two communal areas (one for primary & one for secondary that can be accessed)
- There is a large School hall / gymnasium with audio visual equipment for larger gatherings.
- Providers can leave appropriate prospectuses or other material for students to read by arrangement with the Head of School
- Basic refreshments can be provided for, by arrangement

5. Previous providers

In previous years we have invited the following providers from the local area to speak to our pupils or for our pupils to engage with:

- Lakes College
- Carlisle College
- Gen”
- UTC
- Myerscough
- Cumbria CC Apprenticeships
- DWP

6. Pupil destinations

Last year, our year 11 pupils moved to a range of providers in the local area after school:

- Lakes College
- Carlisle College
- UTC
- Beaumont College

Any complaints related to provider access can be raised following the [Trust’s complaints procedure](#) or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

7. Links to other policies

Outline any links to other policies you have, such as:

- Safeguarding/child protection policy
- Careers guidance policy
- Curriculum policy
- Complaints policy

8. Monitoring arrangements

The school’s arrangements for managing the access of education and training providers to students are monitored by J Hedley – Careers Lead on an annual basis

This policy will be reviewed annually by the Head and approved under the Board’s policy management arrangements and scheme of delegation.

Opportunities for encounters with employers and careers choices 2023 -24

Class Groups	Careers Provision
Eden and Derwent (Years 3-6)	Visits from Employers e.g. Police, Fire Service and Ambulance Attendance to WOW week Role play in class
Ehen and Irt (Years 5 - 8)	World of Work Week Visits from Employers Visit to a workplace offsite, based on pupil interests Sign up to Kudos and U Explore Complete Future Skills Questionnaire on Compass Plus Discussion and identification of areas of interest with Form Teacher in Life skills lessons Independent living skills taught in Life Skills lessons
Caspian (Years 7-9)	World of Work Week Visits from Employers Visit to a workplace offsite, based on pupil interests Discussion and identification of areas of interest with Form Teacher in Life Skills lessons Steps towards independence taught in Life Skills lessons
Aegean and Ionian (Years 7-9)	World of Work Week Visits from Employers Visit to a workplace offsite, based on pupil interests Sign up to Kudos and complete skills assessments Build a CV Discussion and identification of areas of interest with Form Teacher in Life skills lessons Independent living skills taught in Life Skills lessons Options discussions with Form Teacher in Life Skills and the identification of possible pathways Dream Scheme Project Enterprise project Autism Passport Development Record of Achievement Development
Adriatic (Year 8 -11)	World of Work Week Visits from Employers Visit to a workplace offsite, based on pupil interests Build a CV on Kudos and identify future career options Discussion and identification of areas of interest with Form Teacher in Life Skills lessons Options discussions with Form Teacher in Life Skills and the identification of possible pathways Work experience placement for 1 week for year 10 and 11 Mock interviews Dream Scheme Project Enterprise project Autism Passport Development Record of Achievement Development Visit to local colleges and apprenticeship providers Introduction to Andrew Wallam from Inspira
Java (Year 11)	World of Work Week

	<p>Visits from Employers Visit to a workplace offsite, based on pupil interests Build a CV on Kudos and identify future career options Discussion and identification of areas of interest with Form Teacher in Life Skills lessons Options discussions with Form Teacher in Life Skills and the identification of possible pathways Work experience placement for 1 week Mock interviews Dream Scheme Project Enterprise project Autism Passport Development Record of Achievement Development Guest speakers from local colleges Meetings with Andrew Wallam from Inspira Attendance to parents evening and discussion with parents regarding next steps Visits to local colleges and apprenticeship providers Taster sessions in areas of interest Talk on Apprenticeships Mental health and managing stress workshops in Life Skills Communications practice e.g. letters, emails, phone calls and applications Transition work to next setting</p>
Caribbean (Year 12)	<p>College Visits FE visits Supported Internship talk Apprenticeship talk Work with Adult Social Care to support independent living Applications work Interview practice Work experience placements ASDAN qualifications Taster sessions in areas of interest</p>
All groups	<p>Careers displays Careers library Careers page on school website</p>