



## **Provider Access Policy Statement**

### **Spa Camberwell**

<b>Approved by</b>		<b>Date: 27.05.2025</b>
<b>Last reviewed on</b>	<b>27.05.2025</b>	
<b>Next review due by</b>	<b>September 2026</b>	

## Contents

1. Aims
  2. Statutory requirements
  3. Student entitlement
  4. Management of provider access requests
  5. Links to other policies
  6. Monitoring arrangements
- 

### 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.

### 2. Statutory requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access pupils in years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must provide a minimum of 4 encounters with technical education or training providers to all pupils in years 8 to 11 (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 pupils.

This is outlined in section 42B of the [Education Act 1997](#), the [Skills and Post-16 Education Act 2022](#) and on page 43 of guidance from the Department for Education (DfE) on [careers guidance and access for education and training providers](#).

This policy shows how our school complies with these requirements.

#### 2.1 The 4 encounters schools must offer to all pupils in years 8 to 11

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

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

### 3. Student entitlement

All pupils in years 8 to 11 at Spa Camberwell 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.

### 4. Management of provider access requests

#### 4.1 Procedure

A provider wishing to request access should contact Rian Ehlers, the Careers Lead.

Telephone: 020 3434 5210

Email: rehlers@spa-education.org

#### 4.2 Opportunities for access

Below is an outline of careers activities across the 2023/2024 – 2024/2025 academic year.

	KS3	KS4
<b>Autumn</b>	<p><b>Careers through the curriculum:</b></p> <ul style="list-style-type: none"> <li>• Humanities: Influential black people in history (BHM)</li> <li>• Maths: London Transport</li> <li>• English: Jobs People Do</li> <li>• Cooking: Working in a restaurant kitchen</li> </ul> <p><b>Understanding governance:</b></p> <ul style="list-style-type: none"> <li>• Student council meetings</li> </ul> <p>Independence in preparation for work Southwark Bikeability Training</p> <p><b>Enrichment:</b></p> <ul style="list-style-type: none"> <li>• Children in Need</li> </ul> <p>Offsite learning about careers:</p> <ul style="list-style-type: none"> <li>• Working as a barista – Visit to The Park College</li> </ul>	<p><b>Careers through the curriculum:</b></p> <ul style="list-style-type: none"> <li>• Horticulture Enterprise Project</li> <li>• Careers through the curriculum: Volunteering</li> <li>• English: Careers</li> </ul> <p><b>Understanding governance:</b></p> <ul style="list-style-type: none"> <li>• Student council meetings</li> <li>• Southwark Youth Parliament SSC elected representative</li> </ul> <p><b>Enrichment:</b></p> <ul style="list-style-type: none"> <li>• Children in Need</li> </ul> <p><b>Post 16 provision family support:</b></p> <ul style="list-style-type: none"> <li>• Parent information session</li> <li>• KS4 transition meeting</li> </ul> <p><b>Offsite work experience and preparation for employment:</b></p>

		<ul style="list-style-type: none"> <li>• Discovery Centre (Hyde Park)</li> <li>• SCULPT Work Experience Programme</li> <li>• SCULPT Work Experience Skills Development Day.</li> <li>• Talk the Talk Oracy Workshops</li> </ul> <p><b>Onsite work experience:</b></p> <ul style="list-style-type: none"> <li>• School-wide fruit distribution</li> <li>• Scope Careers Advisers careers advice sessions with 14 – 16 year old students.</li> </ul>
<b>Spring</b>	<p><b>Careers through the curriculum:</b></p> <ul style="list-style-type: none"> <li>• A career in transport</li> <li>• Working in the hospitality industry.</li> <li>• Careers Assembly Series – Employers presenting information about the world of work, including working for the London ambulance service, working for the London air ambulance service, working for the Met Police, working as a school cook, working as a school premises manager, careers adviser and youth worker.</li> </ul> <p><b>Understanding governance:</b></p> <ul style="list-style-type: none"> <li>• Student council meetings</li> </ul> <p><b>Independence in preparation for work:</b></p> <ul style="list-style-type: none"> <li>• Southwark Independent Travel Training.</li> </ul> <p><b>Enrichment:</b></p> <ul style="list-style-type: none"> <li>• Red Nose Day</li> </ul>	<p><b>Careers through the curriculum:</b></p> <ul style="list-style-type: none"> <li>• A career in transport</li> <li>• Working in the hospitality industry.</li> <li>• Careers Assembly Series – Employers presenting information about the world of work, including working for the London ambulance service, working for the London air ambulance service, working for the Met Police, working as a school cook, working as a school premises manager, careers adviser and youth worker.</li> </ul> <p><b>Understanding governance:</b></p> <ul style="list-style-type: none"> <li>• Student council meetings</li> </ul> <p><b>Independence in preparation for work:</b> Southwark Independent Travel Training.</p> <p><b>Enrichment:</b></p> <ul style="list-style-type: none"> <li>• Red Nose Day</li> </ul> <p><b>Offsite experience:</b></p> <ul style="list-style-type: none"> <li>• Orchard Hill College Careers Fair</li> <li>• The EY Foundation Interview Skills Workshop</li> </ul> <p><b>Onsite work experience:</b></p> <ul style="list-style-type: none"> <li>• School-wide fruit distribution</li> </ul>
<b>Summer</b>	<p><b>Careers through the curriculum:</b></p> <ul style="list-style-type: none"> <li>• Humanities – Earning a Living</li> <li>• Enterprise: Summer Carnival</li> </ul> <p><b>Independence in preparation for work:</b> Southwark Independent Travel Training.</p> <p><b>Understanding governance:</b></p> <ul style="list-style-type: none"> <li>• Student council election</li> <li>• Student council meetings</li> </ul>	<p><b>Careers through the curriculum:</b></p> <ul style="list-style-type: none"> <li>• PE – Coaching</li> <li>• PSHE: The World of Work</li> <li>• Enterprise: Summer Carnival</li> </ul> <p><b>Understanding governance:</b></p> <ul style="list-style-type: none"> <li>• Student council election</li> <li>• Student council meetings</li> </ul> <p><b>Offsite experience:</b></p>

		<ul style="list-style-type: none"> <li>Let's Work Jobs Information Fair – Mile End</li> </ul> <p><b>Onsite work experience:</b></p> <ul style="list-style-type: none"> <li>School-wide fruit distribution</li> </ul>
<b>Annually</b>	<p><b>Enrichment (exposure to professionals):</b></p> <ul style="list-style-type: none"> <li>Circus skills workshop</li> <li>Ranger Stu</li> <li>Owls</li> </ul> <p><b>Annual Reviews</b></p>	<p><b>Enrichment (exposure to professionals):</b></p> <ul style="list-style-type: none"> <li>Circus skills workshop</li> <li>Ranger Stu</li> <li>Owls</li> </ul> <p><b>Annual Reviews</b></p> <p><b>Preparation for post—16 education</b>  ASDAN  WJEC Entry Pathways</p>

### 4.3 Granting and refusing access

We welcome providers who are able to meet the needs of our pupils. Decisions will be made on a case by case basis. We recognise that opportunities for young people with autism are harder to find and therefore aim to support providers to meet the needs of our pupils.

### 4.4 Safeguarding

Our safeguarding 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.

### 4.5 Premises and Facilities

Providers will be offered either a key stage assembly or a workshop format with a small number of pupils. ICT equipment is available. All groups will be supported to ensure their presentation is appropriate for our pupil cohort.

Any materials left for pupils will be carefully vetted.

## 5. Links to other policies

This policy links to our:

- Safeguarding policy
- Curriculum statements
- PSHE Policy

## 6. Monitoring arrangements

The school's arrangements for managing the access of education and training providers to pupils are monitored by Rian Ehlers, the Careers Lead and Steph Lea, the Executive Headteacher.

This policy will be reviewed by Rian Ehlers, the Careers Lead, on an annual basis.

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