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## PROVIDER ACCESS STATEMENT

### 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 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 six encounters with technical education or training providers to all students 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](#). This policy shows how our school complies with these requirements.

#### 2.1 The Six Encounters Schools Must Offer To All Students In Years 8 To 13

Schools must offer, as a minimum:

- Two encounters for students during the 'first key phase' (Year 8 or 9):
  - All students must attend.
  - Encounters can take place any time during Year 8, and between 1 September and 28 February during Year 9.
- Two encounters for students during the 'second key phase' (Year 10 or 11):
  - All students must attend.
  - Encounters can take place any time during Year 10, and between 1 September and 28 February during Year 11.
- Two encounters for students during the 'third key phase' (Year 12 or 13):
  - Students can choose to attend.
  - Encounters can take place any time during Year 12, and between 1 September and 28 February during Year 13.

All encounters will be adapted to meet the needs of our students.

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 students.

## 2.2 Meaningful Provider Encounters

Our school is committed to providing meaningful encounters to all students. One encounter is defined as one meeting/session between students and one provider. Meaningful live online engagement is also an option.

## 3 Student Entitlement

All students in Years 8 to 13 at St Andrew's Academy 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, for example, 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.

## 4 Management of Provider Access Requests

### 4.1 Procedure

A provider wishing to request access should contact Tracy Fisher, Careers Lead.

Telephone: (01332) 833678.

Email: [tracy.corden@sas.set.org](mailto:tracy.corden@sas.set.org)

### 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.

The following table outlines some of the opportunities offered (not exhaustive) for training and education providers to communicate with students and families:

Year	Autumn Term	Spring	Summer
Y7	<p>Jobs in School: Class based jobs such as washing pots, shredding for classes, making refreshments.</p> <p>Assemblies ran by ex-students.</p> <p>Employee Interview: interview experience with providers.</p>	<p>Assemblies ran by future providers for post-19 (Umbrella, T2, Steps, Alternatives Charity Shop, Broomfield College).</p> <p>Talentino Scheme of Work.</p> <p>Basic CV Skills.</p> <p>Employer Encounters.</p>	<p>Assemblies ran by future providers for post-19 (Umbrella, T2, Steps, Alternatives Charity Shop, Broomfield College).</p> <p>Talentino Scheme of Work.</p> <p>Futures Fayre: for external providers to showcase.</p>
Y8	<p>Jobs in School: Class based jobs such as washing pots, shredding for classes, making refreshments.</p> <p>Assemblies ran by ex-students.</p> <p>Employee Interview: interview experience with providers.</p>	<p>Assemblies ran by future providers for post-19 (Umbrella, T2, Steps, Alternatives Charity Shop, Broomfield College).</p> <p>Talentino Scheme of Work.</p> <p>Basic CV Skills.</p> <p>Employer Encounters.</p>	<p>Assemblies ran by future providers for post-19 (Umbrella, T2, Steps, Alternatives Charity Shop, Broomfield College).</p> <p>Talentino Scheme of Work.</p> <p>Futures Fayre: for external providers to showcase.</p>
Y9	<p>Jobs in School: Class based jobs such as washing pots, shredding for classes, making refreshments.</p> <p>Assemblies ran by ex-students.</p> <p>Employee Interview: interview experience with providers.</p>	<p>Assemblies ran by future providers for post-19 (Umbrella, T2, Steps, Alternatives Charity Shop, Broomfield College).</p> <p>Talentino Scheme of Work.</p> <p>Basic CV Skills.</p> <p>Employer Encounters.</p>	<p>Assemblies ran by future providers for post-19 (Umbrella, T2, Steps, Alternatives Charity Shop, Broomfield College).</p> <p>Talentino Scheme of Work.</p> <p>Futures Fayre: for external providers to showcase.</p>

Year	Autumn Term	Spring	Summer
Y10	<p>Assemblies ran by ex-students</p> <p>DoE: Volunteering for Community Garden project, Local Allotment, Local Nursing Home, Tree Planting at Derby parks).</p>	<p>Assemblies of future providers for post-19 (Umbrella, T2, Steps, Alternatives Charity Shop, Broomfield College).</p> <p>Enterprise: Making Food for Staff Lunches, Learning How a School Business Project is Ran (profit and margin).</p> <p>Building on CV Skills, including Job Applications.</p> <p>Employer Encounters.</p>	<p>Futures Fayre: for external providers to showcase.</p>
Y11	<p>Assemblies ran by ex-students</p> <p>DoE: Volunteering for Community Garden project, Local Allotment, Local Nursing Home, Tree Planting at Derby parks).</p>	<p>Assemblies of future providers for post-19 (Umbrella, T2, Steps, Alternatives Charity Shop, Broomfield College).</p> <p>Enterprise: Making Food for Staff Lunches, Learning How a School Business Project is Ran (profit and margin).</p> <p>Building on CV Skills, including Job Applications.</p> <p>Employer Encounters.</p> <p>Careers Interview from Qualified L6 Careers Advisor to Draft a Personalised Careers Plan.</p>	<p>Futures Fayre: for external providers to showcase.</p>

KS5 students are on work placements for 50% of the timetabled week

Year	Autumn Term	Spring	Summer
Y12	<p><a href="https://www.youtube.com/watch?v=gVA029AVpvE&amp;feature=youtu.be">https://www.youtube.com/watch?v=gVA029AVpvE&amp;feature=youtu.be</a> Career and enterprise Company resources.</p> <p><a href="https://www.skillsbuilder.org/">https://www.skillsbuilder.org/</a></p> <p>Community Café.</p> <p>Inspiring Futures: Community Engagement Project (Derby Homes, Derby Parks, Alston (formerly Bombardier), Morrisons, Derby Garden Centre, Jury's Inn, Local Crèche, Local Day Nursery, Hickory's Smoke House, Community Food Bank, Age UK Charity Shops).</p> <p>Regularly meet with ex-students (Alumni) for Social Events (Discos, Quizzes, Graduation).</p>	<p>Community Cate for x3 mornings per week.</p> <p>Careers Interview from Qualified L6 Careers Advisor to Draft a Personalised Careers Plan.</p> <p>Regularly meet with ex-students (Alumni) for Social Events (Discos, Quizzes, Graduation).</p>	<p>Futures Fayre: for external providers to showcase.</p> <p>Community Cafes.</p> <p>Project Search at Royal Derby.</p> <p>Regularly meet with ex-students (Alumni) for Social Events (Discos, Quizzes, Graduation).</p>
Y13	<p>Inspiring Futures: Community Engagement Project (Derby Homes, Derby Parks, Alston (formerly Bombardier), Morrisons, Derby Garden Centre, Jury's Inn, Local Crèche, Local Day Nursery, Hickory's Smoke House, Community Food Bank, Age UK Charity Shops).</p> <p>Regularly meet with ex-students (Alumni) for Social Events (Discos, Quizzes, Graduation).</p>	<p>Community Cate for x3 mornings per week.</p> <p>Careers Interview from Qualified L6 Careers Advisor to Draft a Personalised Careers Plan.</p> <p>Regularly meet with ex-students (Alumni) for Social Events (Discos, Quizzes, Graduation).</p>	<p>Futures Fayre: for external providers to showcase.</p> <p>Regularly meet with ex-students (Alumni) for Social Events (Discos, Quizzes, Graduation).</p>
Y14	<p>Regularly meet with ex-students (Alumni) for Social Events (Discos, Quizzes, Graduation).</p> <p>More personalised timetables based on Careers interviews and students preferred pathway post 19.</p>	<p>Community Cate for x3 mornings per week.</p> <p>Careers Interview from Qualified L6 Careers Advisor to Draft a Personalised Careers Plan.</p> <p>Regularly meet with ex-students (Alumni) for Social Events (Discos, Quizzes, Graduation).</p>	<p>Futures Fayre: for external providers to showcase.</p> <p>Regularly meet with ex-students (Alumni) for Social Events (Discos, Quizzes, Graduation).</p>

### 4.3 Granting and Refusing Access

All students are expected to have full access to an appropriate, ambitious and inspirational careers curriculum that enables students to make successful transitions to developmentally suitable provision or training. This is delivered as part of sequentially appropriate curriculum.

### 4.4 Safeguarding

Our Safeguarding/Child Protection Policy outlines the school's procedure for checking the identity and suitability of visitors. Any visitors will be informed of reporting procedures and directed to DSL staff. Education and training providers will be expected to adhere to this policy.

### 4.5 Premises and Facilities

- > We will seek to accommodate visiting presenters/trainers with any resources needed.
- > The process for organising and agreeing which facilities can be used.
- > Whether providers can leave prospectuses or other material for students to read.

## 5 Previous Providers

In previous terms/years we have invited the following providers from the local area to speak to our students:

- T2
- Derby College Roundhouse
- Derby College Broomfield Hall
- Lees Brook Skills Academy
- Burton College
- Disability Direct
- STePS
- Umbrella
- Alternatives Charity Shops
- DramaHub (Adult SEN)
- Community Links
- Skills Builder
- Derby and Derbyshire Education Business Partnership
- D2N2
- Medical Mavericks
- Plot 2 Plate
- Project Search (supported Internships)
- SEN Fit Derby (Disability Sports).

## 6 Pupil Destinations

Our Y14 students move on to a variety of places after leaving St Andrew's Academy:

	T2	Portland College	Nottingham College	Social Provision/Other	TOTAL
<b>2022/23</b>	0	3	1	10	14
<b>2021/22</b>	4	1	1	3	9
<b>2020/21</b>	4	1	1	5	11
<b>2019/20</b>	5	2	2	2	11

## 7 Complaints

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

## 8 Links to Other Policies

- > Safeguarding/Child Protection Policy.
- > Careers Policy.
- > Curriculum Policy.
- > Complaints Policy.

## 9 Monitoring Arrangements

The school's arrangements for managing the access of education and training providers to students are monitored by Tracy Fisher.

This policy will be reviewed by Tracy Fisher, Careers Lead. At every review, the policy will be approved by the Academy Council.

**Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.**



## CAREERS POLICY

### 10 Vision and Objectives

At St Andrew's Academy we believe the definition of a young person's career is their pathway through life. This includes education, further education, work, life skills and independent living.

We are committed to providing high quality Vocational and Careers Education for young people with Special Educational Needs, and ensuring this is delivered in a meaningful way. We aim to:

- Develop a 'whole school vision' of careers. All staff will be aware of the careers strategy and embed the Gatsby Benchmarks in all curriculum areas.
- Use Enterprise activities as the foundation for careers to be built upon, raising aspirations, opportunities and the implementation of our full Careers Guidance Programme.
- Support students through person centred planning (EHCPs) to communicate their aspirations for adult life and support them to achieve optimum careers outcomes. Each year these future dreams and ambitions are refined further, focusing on the strands of Employment, Housing, Social and Health (Preparation for Adulthood).
- Expose students to a wide range of experiences to increase their self-esteem, develop new skills and raise their aspirations for the future.
- Teach our students about the world of work and the opportunities that are available to them. Students will learn about careers and the world of work through a programme of study which is differentiated and matched to their needs, as well as being designed to enhance valuable skills relevant to the career's progression of each student.
- Identify local employers and voluntary organisations that will be able to offer students a wide range of meaningful experiences to increase their confidence and develop employability and life skills.
- Work In partnership with a range of schools in the Shaw Education Trust, other SEND schools and post 19 placements to identify Alumni who will act as positive role models for our students.

### 11 Student Entitlement and Overview

The St Andrew's Academy Careers Overview is on the school website:

<https://www.standrewsacademy.co.uk/careers-education-and-guidance/>.

The Academy careers provision complies with legal obligations under Section 42A, 42B and 45a of the Education Act 1997. Students are entitled to receive impartial, high quality careers education, information and guidance, from the beginning of Key Stage 3, through to the end of key stage 5.

The Academy also has a duty to ensure that there is an opportunity for a range of education and training providers to access all students in Year 8 to Year 13 for the purpose of informing them about potential training, career, or work-related opportunities.

The statutory guidance from the DfE regarding Career Related Learning (Careers Guidance and Access for Education and Training Providers, October 2018) states that schools should be using the Gatsby Benchmarks as a framework to develop and improve practice. The Careers Team will review all eight benchmarks using the Compass tool annually. This will help the Academy set new targets and improve practice. Although the benchmarks are not a statutory framework themselves, by the Academy adopting them we can be sure that we are fulfilling our legal duties. The government recognises that the work needed to meet all eight benchmarks will vary for individual schools.

We have a comprehensive overview of work-related learning topics, based on the nationally acclaimed Talentino Careers Education Programme. The programme enables our students to benefit from a specially designed approach to widen the possibility and probability of paid work, enriching employability skills and allowing life experience. This is achieved through classroom-based career coaching, employer encounters, work experience and enterprise. The Academy's teaching staff have had specialist training to deliver the programme. The emphasis is on early career development for our students, so they are ready for employers and employers are ready for them.

In Key Stage 3, students learn about the jobs that people do in school and in the wider community. They also experience a wide range of job opportunities through enterprise activities. They learn key vocabulary associated with the world of work. They also visit St Andrew's Community café, run by FE students. This provides them with the opportunity to see their peers in a work situation and aspire to work themselves.

In Key Stage 4, students start work placements that are linked to the Duke of Edinburgh Award scheme. This includes volunteering at local allotments, visiting a care home via the Derby Intergenerational Linking Project and learning about the range of future options available as they get older, including visits to relevant placements and outside speakers. They also learn how to complete application forms and create personalised CVs, which are stored in their black Careers folder that they add to and take with them as they progress through school. They also practice interview techniques at an appropriate level to their abilities. St Andrew's Academy is working collaboratively with the Derbyshire Education Business Partnership (DEBP). Key Stages 3 and 4 access careers-related activities and visits, which are inspirational, challenging and enjoyable.

We currently run three Community Cafés in the local area, where we aim to provide our students with valuable real-life work experience and engagement with the local community. Parents, carers and other people associated with the school are invited regularly to see our students working, which raises parent/carer expectations.

Students run a local bingo group for younger learners in school where they also run a Symbol Café. This is held in a local community building where all of the learners can walk to. We also have some of our Alumni group attend.

Students also work at the Derby City Council's 'Better Together Café', which is a placement that allows students to develop independent café skills to progress further into another busy working environment in Derby City Centre. It is also a Post-19 option for a City and Guilds qualification in catering.

The Academy supports students in their Post 16 (Further Education) choices and applications, informing them of their choices and assisting them to access alternative provision if appropriate for their needs. In our Further Education Department, the focus is on Preparation for Adulthood and possible employment routes post school, through our Inspiring Futures programme. Our students have Key Stage 4/Key Stage 5 visits to educational providers and local training provisions. Students will undertake in-school work experience placements as well as placements with local businesses. All Further Education students at our Campus building take part in the Skillsbuilder programme, a nationally recognised scheme that is desirable for employers and on eight key employability skills.

## **12 Raising Aspirations through the Academy Development Plan**

Representatives from Key Stages 3, 4 and 5 work collaboratively with Berni Dickinson (D2N2 Enterprise Co-ordinator) and Seleena Creedon (D2N2 Enterprise Adviser) to review the Gatsby Benchmarks using the Compass tool, which generates a report highlighting areas for improvement, which is used to feed into our School Development Plan.

[An independent, Level 6, Careers Advisor will be shared across the Shaw Education Trust.](#)

The Careers Team are providing training for Teachers and Academy Councillors to raise awareness of the Gatsby Benchmarks and our statutory duties as an Academy. In addition, the team aims to raise aspirations of all stakeholders in the aim of breaking some of the barriers that often exist for students with SEND.

In 2021 we introduced St Andrew's Alumni; we track our former students to see whether they have accessed further education, training or community provision when they leave us. This is to showcase students' progression when they leave St Andrews, with the aim of being more aspirational for current

students and parents/carers, as well as supporting them to explore post-16 provision opportunities. We also invite these students into school to support in assemblies and raise student and staff awareness.

Following the introduction of new work placements, we are committed to working closely with employers, supporting them to educate our students more effectively and better understand their needs. We share information about students and communicate via regular meetings, which is highly personalised.

### 13 Provision Review and Training

Our Careers Framework shows the Careers Learning Journey for our students; this is how we measure and assess the impact of the programme. We measure the Academy's progress via the Gatsby Benchmarks Compass+ tool. This is an online self-evaluation tool used to assess our careers support against the benchmarks, ensuring regular monitoring and the implementation of good practice. From 2022 Compass+ should be used throughout the Academy to provide an accessible live data dashboard to all internal stakeholders.

Each student's progress in Careers, Enterprise and Work-Related Learning is tracked using our Evidence for Learning Assessment Tool. This is a summative method of assessment, which records progress towards outcomes and is linked to the Gatsby Benchmarks.

We are part of Shaw Education Trust SEND Hub for CEIAG (Careers Education, Information, Advice and Guidance). Careers Leads across the Trust meet termly to discuss updates, share resources and support each other.

The Academy Council has delegated the approval of this policy to the Chair of the Academy Council. The Academy Council will hold the Headteacher to account for the implementation of this policy. This will be reviewed biannually by the Careers Lead and will be approved by the Academy Council, who has strategic responsibility for overseeing the programme. The next review of this information will be in the Summer Term 2024.

In addition to using the Compass+ tool, the Academy will measure the impact of the program in a variety of ways:

- Evaluate the effectiveness of our provision annually.
- Use systematic feedback from students, teachers, employers, and parents/carers.
- Through our Alumni we will track students' destinations once they have left the Academy.
- The Careers Lead will evaluate the Work-Related Learning, Careers and Enterprise curriculum for all students from Year 7 to Year 14.

### 14 Working with Partners and Opportunities for Access

St Andrew's Academy is committed to creating links between students and providers, giving them information about the provider's education or training offer. Several events, integrated into the school careers programme, will offer providers the opportunity to come into school to speak to students and/or their parents/carers. They will be advertised on the school website and through the school Newsletter.

A major focus is community engagement. Our latest work experience projects are at a local food bank where the students will run a Community Café. We are also engaging with Derby Homes to develop positive relationships with local elder residents.

St Andrews is actively seeking businesses that could offer students a meaningful work placement. We use the Employer Guidance and Planning Template which is available through SET, and any potential provider wishing to request access should contact:

Tracy Fisher – Careers Lead  
Email: [tracy.corden@sas.set.org](mailto:tracy.corden@sas.set.org)  
Telephone: (01332) 832746.

The Careers and Enterprise Company (CEC) provides external support to the Academy. They support and co-ordinate the collaboration between employers, schools, colleges, local enterprise partnerships and enterprise organisations.

St Andrew's Academy work collaboratively with the Derbyshire Education Business Partnership (DEBP), who provide tailored Careers Coaching for the whole school.

St Andrew's Academy are linked with other Schools Careers Leads within the Shaw Education Trust (SET).

The CEIAG Hub meet monthly to share good practice, resources, training and provide advice and support.

The Academy have the following dedicated people supporting our Careers Programme:

Careers Lead and Key Stage 5 Teacher – Tracy Fisher

Lead of CEIAG – Joe Johnson, Horizon's, St Martin's School

Bill Buckingham – Head of Further Education Department, St Andrew's Academy

Seleena Creedon – D2N2 Enterprise Adviser

Berni Dickinson (D2N2) – Employment Engagement Enterprise Co-ordinator (Derby City)

Jacqui Kinch – Derby City Enterprise Co-ordinator and Professional Advocate for Children in Education (PACE)

Dayna Stubbs – Derbyshire Education and Business Partnership.

### Useful Information

The Local Offer <https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>

D2N2 <https://www.d2n2growthhub.co.uk/>

CEC <https://www.careersandenterprise.co.uk/>

Derby Enterprise and Business Partnership <https://www.debp.org/>

Decisionz Magazine <https://www.decisionz.co.uk/>

# Provider Access Statement and Careers Policy

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<b>Next review due by:</b>	October 2024	<b>Date Reviewed:</b> <b>Reviewed By:</b>

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