1.1 Provider Access Policy Statement

Papworth Hall School: Provider Access Policy Statement
(To include The Department of Education, July 2021: "Baker Clause" and the Provider Access Legislation, January 2023)
Ownership: Papworth Hall School of Outcomes First Group
Date updated: September 2026

Rationale
High-quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work, including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.
As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

Commitment
The school is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. The school is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with statutory duty, and not showing bias towards any route, be that academic or technical.
The school endeavors to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

Aims
The school 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).

Student Entitlement
The school fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. Where this is not appropriate for a student's next steps, access will be given to people they meet in the community to support their transition to adulthood. 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 (or people they meet for those progressing onto a pathway in adult services.) This may often be done in class visits in National Apprenticeship Week and National Careers Week, in addition to providers attending careers events at school or at each Trust school**.**

Development
This policy has been developed and is reviewed annually by the Careers Leader and Line Manager based on current good practice guidelines by the Department for Education.

1.2 Links with other policies

It supports and is underpinned by key school policies including those for Careers, Child Protection, Equality and Diversity, and SEND.

1.3 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 school is committed to encouraging all students to make decisions about their future based on impartial information.

1.4 Opportunities for access

		CAREERS
Early years/KS1	**Employment**	• Real world role play (builder / nurse / doctor/ teacher) • Real world visits and meeting role models (fire station/ farm, etc) • 'What do you want to be when you grow up?' • School based work experience e.g. washing up, using the printer/photocopier, running basic errands, sorting/cleaning tasks
	Independent Living	• Getting dressed – work uniforms, buttons, zips, Velcro, clasps. • Choosing a uniform for a role play job.

		• Tying laces and velcro– work shoes. • Packing and unpacking bag.
	Community inclusion	• Visiting different workplaces and responding to workers greetings / attending workshops e.g. different places of worship/cafes etc.
KS2	**Employment**	• Exploring what they have experienced and achieved • Real world visits (fire stations, farms etc.) • Discussions about different industries, skills and aspirations • School based work experience/enterprise e.g. bake sale • Visitors/role models from different sectors tech/science/financial etc • Talk about different careers and education options *When applicable:* • Writing job applications for internal work experience roles.
	Independent Living	• Develop and understanding of time management. • Understanding that jobs provide money to support living expenses. *When applicable:* • Choosing and collecting tools / uniform needed to complete a given internal work experience job
	Community inclusion	• Recognising different communities – work, school, clubs. • Being an active member of local community – litter picking etc.
	Health	• Beginning to understand health and safety in the workplace – why rules exist
KS3	**Employment**	• Exploring different careers • Structured careers advisory sessions group or 121 • Work experience, starting with tasters and building up to increasing time in the workplace - with support where needed • Enterprise projects e.g. running café, making and selling crafts *When applicable* • Vocational options – exploring what career I would like in the future and how the subject choices I make now affect my pathways. • Build personal / vocational profile
	Independent Living	• Plan and follow a daily routine. • Manage time effectively and prioritise tasks appropriately.
	Community inclusion	• Recognising roles people play in the community and how this supports community inclusion e.g. CIC. • Completing a voluntary task to help / improve the school community.
	Health	• Balancing work and personal life – difference between school and home. • Importance of mental wellbeing on employment. • Managing stress – journalling and signposts to other support. • Following health and safety rules in the workplace.

KS4	**Employment**	• Subject option choices - thinking about university and college, picking the right subjects for future career goals • Finding out about HE and long-term goal setting • Understanding available routes and requirements for FE. • Planning for employment: 121 and group careers advice sessions to plan for future employment what qualifications do you need, which skills do you need to develop, what study programme should you be on, what work experience would be most helpful • Afterschool / Saturday jobs / part-time employment Utilising job boards to locate opportunities and make applications. • Understanding supported employment options e.g. access to work • Completing 1 week of external work experience linked to interests.
	Independent Living	*When applicable* • Finding out about financial assistance which may be available depending upon employment and FE options. • Plan transport for own specific FE option and explore transport support available. • Locating and visiting local job centre. • Using the internet to access on LA local offer website to explore support available depending on FE pathway for the individual.
	Community inclusion	• Completing work experience ensuring teamwork and communication with people whose backgrounds differ from your own. • Keep a calendar of events.
	Health	• Exploring reasonable adjustments in the work place. • Safely using tools and equipment on work experience with supervision.
	Health	• Self-advocacy.

1.5 Requests for access

Requests for access should be directed to Nicola Fenn, Careers Leader.
Nicola Fenn may be contacted by telephone or email,
nicola.fenn@papworthhallschool.co.uk Tel 01223 641760

Grounds for granting requests for access.

Access will be given for providers to attend during timetabled Careers or Life lessons, and Careers or Raising Aspirations events that the school is arranging. Students may also travel to visit another provider as part of the trip to be organised in partnership with the school.

1.6 Details of premises or facilities to be provided to a person who is given access.

The school will provide an appropriate room or assembly hall to be agreed. Computer rooms can also be arranged. The Careers Leader will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be

met and supervised by a member of the staff team who will facilitate.

1.7 Live/Virtual encounters

The school will consider live online encounters with providers where requested, and these may be broadcast into classrooms or appropriate spaces within school. Technology checks in advance will be required to ensure compatibility of systems.

1.8 Parents and Carers

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

1.9 Management

The Careers Leader coordinates all provider requests and is responsible to their senior management line manager.

2.0 Monitoring review and evaluation

The Policy is monitored and evaluated annually via the schools' careers lead.

Policy Coordinator: Nicola Fenn
Policy Reviewed: September 2026

Appendix

The focus currently due to the age and needs of the cohorts in school is for students to access people they may meet / need in the community, information will be collated through the academic year and reviewed in August 2027

Providers who have been invited into the school or enrichment trips to visit them to date include:

Local Police Force
Local Fire Service
Paramedics – CPR
Theatre trip – In school performance
Anglian Care Farm
St Peter's - Local Church
Library and Post Office
Coffee Shop
Supermarkets – Morrison, Co-Op and Tesco
Grafham water sports centre
Pizza Express
Coton Orchard Garden Centre
Norris Museum, St. Ives
Cambridge Botanic Garden
Anglesey Abbey
Cambridge Cinema
Escape Rooms
Hamerton Zoo

Destinations of previous pupils: At Papworth Hall School we currently do not have any students who have moved on from school. This will be reviewed annually and recorded appropriately.