

Ormiston Academies Trust

Ormiston Sheffield Community Academy Provider Access Policy Statement (PAL)

Access for colleges, training providers, universal technical colleges, universities, and all other post-16 providers, including technical, vocational, and academic routes and apprenticeships.

Policy version control

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Review	Policies will be reviewed in line with OAT's internal policy schedule and/or updated when new legislation comes into force
Description of changes	This is a new policy to reflect to the changes to the Provider Access Legislation coming into force in January 2023.

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1. Introduction

- 1.1. Ormiston Sheffield Community Academy is committed to supporting our students to make informed decisions about their future pathways. We act impartially, in line with our statutory duties, to ensure that we promote a full range of academic routes, technical routes and apprenticeships. We believe that it is vital to ensure that all pupils are aware of the benefits of apprenticeships, T levels and other approved technical qualifications and can consider them, alongside academic options, when making decisions about their next steps.
- 1.2. This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purposes of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997, the legal duty known as the 'Baker Clause', 2018 and the Skills and Post-16 Education Act 2022.
- 1.3. The quality and impact of careers provision at Ormiston Sheffield Community Academy is monitored by our Senior Leadership Team, the National Lead Practitioner Enrichment Careers and OAT. Access and opportunity to engage with technical, vocational, and training providers will form part of this process.

2. Pupil entitlement

2.1. Meaningful provider encounters

- 2.1.1. One encounter is defined as one meeting/sessions between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the Making it meaningful checklist. [Making it Meaningful: Benchmark 7 | CEC Resource Directory \(careersandenterprise.co.uk\)](https://www.careersandenterprise.co.uk/resources/making-it-meaningful-benchmark-7-cec-resource-directory)
- 2.1.2. As part of our careers programme, we will consider requests from approved training, apprenticeship, technical and vocational educational providers, including University Technical Colleges where appropriate, to speak to our students. Ormiston Sheffield Community Academy will also approach these providers directly when planning and organising key career related events throughout the school year, such as school assemblies, webinars within the curriculum, including live events, careers management events and parents' evenings.

2.2. Pupil entitlement

- 2.2.1. The Baker Clause is legally enforceable, and our academy is committed to meeting its requirements. All pupils in years 8 to 13 are entitled:
 - To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point

- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events
- To understand how to make applications for the full range of academic and technical courses

2.2.1 Minimum Frequency and key stage

2.2.2. *All pupils are entitled access to post-16 providers on a **minimum of two occasions** during each of the first, second and third key phases of their education.*

2.2.3. *In line with the updated Provider Access Legislation, **from January 2023**, all schools must provide a **minimum of six encounters** for all students with post 16 providers, as above. This is broken down into key phases.*

2.2.4. We define the phases as:

- **First key phase:** the period beginning at the same time as the school year in which the majority of pupils in the pupils' class attain the age of 13 and ending with 28 February in the following school year (Year 8 and between 1 September and 28 February during Year 9)
- **Second key phase:** the period beginning at the same time as the school year in which the majority of pupils in the pupils' class attain the age of 15 and ending with 28 February in the following school year (Year 10 and between 1 September and 28 February during Year 11) and
- **Third key phase:** the period beginning at the same time as the school year in which the majority of pupils in the pupils' class attain the age of 17 and ending with 28 February in the following school year (Year 12 and between 1 September and 28 February during Year 13)

2.2.5. *For pupils of compulsory school age these encounters are **mandatory** for all to attend and there will be a minimum of two encounters for **year 8 to 9** pupils and two encounters for **year 10 to 11** pupils. For pupils in **year 12 to 13**, particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.*

2.2.2 Content of the provider encounters

2.2.6. We ensure that each registered pupil meets with a representative range of education and training providers to whom access is given and that the providers will provide the following set of prescribed information, as a minimum:

- 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 the learning or training with the provider is like; (including the opportunity to meet staff and students from the provider) and
- Responses to questions from the pupils (including our most vulnerable and those with additional learning needs) about the provider or technical education qualifications and apprenticeships.

2.2.7. Where practical, our registered students will have access to a university technical college

2.2.8. Ormiston Sheffield Community Academy defines an encounter as at least 1 hour during the academic day.

3. Management of Provider Access Requests

3.1. Procedure

3.1.1. A provider wishing to request access should contact Zoe Harris, Aspirations Leader. All requests made by providers should be emailed at least 6 weeks in advance of the expected date of the session.

- Telephone: 01922-685777 Email: Z.Harris@scacademy.co.uk

3.1.2. The academy will then work with providers to identify the most effective opportunity for them to share information about education and training opportunities. The Careers Leader will prepare for each provider visit by notifying students and their parents to consult the provider website for background information, including details of the courses and qualifications that the provider offers and their Ofsted grade.

3.1.3. Please complete this table and copy into an email to the Careers Leader (or create a link to a document)

Name of the provider requesting access & details of provision	<i>e.g. ,Lakeside College, Further Education College, and Apprenticeship provider for 16–18-year-old students</i>
Contact name at Provider and contact details	Name and Job title: Email address: Telephone number
Proposed date, time, and length of session	
Number of staff who propose to visit	All visitors will be subject to our safeguarding policy. A DBS check will not be required. Child Protection and Safeguarding Policy

<p>Aims and objectives of session including year group</p>	<p><i>e.g., Year 10 assembly Post 16 Options including entry requirements, courses available, labour market information & sectors relating to courses, positive destinations on completion of courses.</i></p>
<p>Please demonstrate which Gatsby Benchmarks relate to the session and how (link to information re Gatsby Benchmarks Good Career Guidance Education Gatsby)</p>	<p><i>e.g.,</i> BM1 After reading Careers Programme support to further enhance this BM4 linking GCSE subjects to career related learning and future progression routes BM7 Provide a meaningful encounter of further education</p>
<p>Proposed format, timings and duration of the session including facilities and equipment required</p>	<p><i>e.g., One hour assembly, theatre, or main hall to accommodate year group. PowerPoint presentation including videos. Questions and answers session for students. Literature to be taken away following assembly.</i></p>
<p>Support required from Ormiston Sheffield Community Academy, including staffing</p>	<p>To enable the academy to provide appropriate supervision.</p>

3.2. Opportunities for access

- 3.2.1. A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents. The academy will make provider visits available to all students in the relevant year group.
- 3.2.2. The Careers Leader will ensure that the level of access will be for a 'reasonable period of time during the standard school day.' The Academy Day runs from 8.40am until 3.00pm
- 3.2.3. The academy offers a comprehensive careers education programme. The academy is committed to working with other providers to ensure our pupils can make informed decisions about future choices. Where possible, we like to align visits with our programmed calendar of CEIAG (see below). Please speak to our named Careers Leader to identify the most suitable opportunity for you.
- 3.2.4. Once your request has been submitted, the Academy Careers Leader will respond to you within 10 working days. All requests will be given due consideration by the designated Careers Leader and Senior Leadership Team.
- 3.2.5. Once the request has been granted, we will ask you for a range of information to share with our pupils and parents before the session. This may include a prospectus, letter, or presentation.

3.2.6. This should include:

- Details of the opportunities you offer including technical education, courses, and entry requirements.
- What is the learning like in your institution?
- How do you prepare students for their best next step on successful completion of your course/training?
- Provide examples of linking courses with careers relating to the labour market and recent positive destinations of pupils who have completed their learning with you.

3.2.7. Requests will be considered against:

- Clashes with other planned activities or visits
- Interruption to preparation for public or internal examinations
- Availability of school staff, space, and resources to host the session
- All requests will also be considered in line with the academy's Safeguarding policy. For questions on this policy statement or the wider careers programme at Ormiston Sheffield Community Academy please do not hesitate to contact us.
- Ormiston Sheffield Community Academy will keep a log of all provider requests for access and the outcomes and record on Compass+ to support delivery and evaluation of the careers programme.

Provider Access Careers Opportunities

	Autumn Term	Spring Term	Summer Term
Year 7		<ul style="list-style-type: none"> • Careers Fair for Year 7 cohort • National Careers Week Assemblies and Lesson focus linked to career opportunities in a range of subjects. 	<ul style="list-style-type: none"> • 5 session PSHE Careers module based around challenging career stereotypes, bigotry, bullying and discrimination within the workplace and how to deal with myths around careers being suitable for particular groups of people and ways to safely challenge these stereotypical views.

	Autumn Term	Spring Term	Summer Term
Year 8		<ul style="list-style-type: none"> Careers Fair for Year 8 cohort 5 sessions PSHE Careers module focusing on personal review and planning processes, this includes guest speakers in STEM, Higher Education and the Air Cadets Guided Options choices workshop Assemblies from the University of Wolverhampton on an introduction to higher education and the benefits of HE. Aspirations Leader available at Guided Choices evening for students and parents to speak to for IAG. National Careers Week Assemblies and Lesson focus linked to career opportunities in a range of subjects. 	
Year 9	<ul style="list-style-type: none"> Year 9 Uni – Connect visits which returns through Autumn to Summer Term SciFest Have you ever dreamt of creating a business?? Festival in a day 	<ul style="list-style-type: none"> Careers Fair for Year 9 cohort Year 9 World of Work Day delivered through the Aspire to HE Programme and the University of Wolverhampton Year 9 Medical Mavericks Assembly National Careers Week Assemblies and Lesson focus linked to career opportunities in a range of subjects. 	<ul style="list-style-type: none"> 5 session PSHE Careers module based around the theme of 'Learn to Earn'. CEG delivered with Lloyds Bank, carousel of activities as follows: Digital and cyber awareness, personal branding, working in a team, career orientation and an introduction to Lloyd's Bank Youth Hub. At the end of Year 9, following the CEIAG carousel day, students career interests are collated, from this we identify the most popular interests. The Aspirations Leader uses this information to contact employers, businesses and training providers to arrange a variety of bespoke workplace visits.
Year 10	<ul style="list-style-type: none"> Assembly launch regarding the benefits of workplace visits and sign-up process for whole cohort Year 10 Work Shadowing workplace visit programme (runs through Autumn to Summer term) World Skills Show trip to the NEC, Birmingham. Year 10 Uni connect visits to University of Wolverhampton Campus Experience 	<ul style="list-style-type: none"> Careers Fair for Year 10 cohort 5 session PSHE Careers module based around Careers Life Mapping and an introduction to the world of work Aspire to HE Right Track Mentoring Programme in partnership with University of Wolverhampton FOR 12 HPA Students Medical Mavericks Assembly Work Shadowing Workplace visits continue through the spring term National Careers Week Assemblies and Lesson focus linked to career opportunities in a range of subjects. 	<ul style="list-style-type: none"> Remainder of Work Shadowing workplace visits take place through to the end of the summer term 1to1 meetings with Aspirations Leader for targeted Y10 students.

	Autumn Term	Spring Term	Summer Term
Year 11	<ul style="list-style-type: none"> • Post 16 Options & Labour Market Information assembly with the Aspirations Leader, National Careers Service and The CEC. • 5 session PSHE Careers module based around Careers Steps, Post-16 Options and Action Planning for the future. • An interactive 1-hour lesson on the introduction to the Start programme careers tool with a careers and skills assessment module. • As a lead school the Speakers for schools' programme offers us to take advantage of inspirational speaker opportunities such as David Dein (Former Chairman of The FA and Arsenal FC presented his career journey to Business students in Years 10, 11, 12 and 13. • Year 11 Right Track programme for 20 NCOP students mentoring which runs through Autumn to Summer Term with our Aspire Engagement Officer. • 1to1 meetings with our Aspirations Leader. 	<ul style="list-style-type: none"> • Careers Fair for all Year 11 cohort • 15 session PSHE module delivered by tutors: Post 16 focus. • National Careers Week Assemblies and Lesson focus linked to career opportunities in a range of subjects. • Medical Mavericks Assembly • Aspirations Leader available to speak to students and parents and provide IAG at Year 11 parents evenings • 1to1 meetings with our Aspirations Leader. 	<ul style="list-style-type: none"> • Year 11 Transition Visit – University of Wolverhampton <ul style="list-style-type: none"> ○ Introduction to HE ○ Study Skills ○ Student Budget ○ Campus Tour • Year 11 Transition into Sixth Form Week
<p>Students have 1:1 Careers meetings/follow-up (run through Autumn to Summer term & beyond) having continual access to personalised Information, Advice and Guidance.</p>			

	Autumn Term	Spring Term	Summer Term
Year 12	<ul style="list-style-type: none"> Work Experience Programme launch assembly highlighting the benefits of work experience for the future and how to secure work experience placements with employers. "Ways Forward After 18" day Year 12 Employability skills programme Mock interviews Reflection on their interview performance Target 20 programme for 20 NCOP students with mentoring which runs through Autumn to Summer Term with our Aspire Engagement Officer. Managing money for young people with the Open University 	<ul style="list-style-type: none"> Year 12 ways forward assemblies using HE providers Year 12 & 13 Whole cohort Aspire to HE Programme 'Positively MAD Student Workshops – Exam Busters – Wolverhampton University Inspirational Speakers programme with varied employers from industry, students have a choice of talks to attend. Will include the following sector representatives: the national apprenticeships service, performing arts, law & engineering. All Students commence the Causeway Education, Access Champions Programme in conjunction with the Sutton Trust. Students complete applications for The Sutton Trust Summer Schools Programme Medical Mavericks Assembly Managing Money for young People in conjunction with the open university 	<ul style="list-style-type: none"> Work experience programme – a week of a work experience placement with an employer Students attend the Higher Education and Apprenticeship convention organised by UCAS Applications to Higher Education. On-going support from Higher Education Outreach. Campus Visit-University of Wolverhampton <ul style="list-style-type: none"> UCAS Finance Study Skills Campus tour
Students have continual access to personalised Information, Advice and Guidance. Throughout their programme of study opportunities are available to participate in Higher Education taster days and Master classes.			
Year 13	<ul style="list-style-type: none"> Applications to Higher Education, on-going support from Higher Education Outreach. Students have continual access to personalised Information, Advice and Guidance to support their Post-18 transition. E.g. specialised practice interviews and applying for student finance. Targeted Support-Next Steps: Supporting students in making choices in the next steps post Year 13. Students will have a mentor throughout Year 13 and attend various workshops at the University. Year 13 Target 20 programme for 20 NCOP students with mentoring which runs through Autumn to Summer Term with our Aspire Engagement Officer. Open University Academy of money – enrichment 2 hours per week over 8 weeks badged course 	<ul style="list-style-type: none"> Year 12 & 13 Whole cohort Aspire to HE Programme 'Positively MAD Student Workshops – Exam Busters – Wolverhampton University PSHE module covering employment rights and responsibilities. Open University 'Academy of Money' course – part of sixth form enrichment – 2 hours per week over 8 weeks badged course 	

3.2.8. The academy policies on safeguarding and visitors sets out the school's approach to allowing providers into school as visitors to talk to our students. These can be found on the school website.

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

- Walsall College
- Juniper Training
- Medical Mavericks
- South Staffordshire College
- JCB
- NHS
- West Midlands Police
- Wolverhampton University
- InComm Training
- Armed Forces
- Bmet College
- Nova Training
- Birmingham City University

3.3. Previous pupil destinations

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

Whole Year Group		
Option Type	Count	%
Total Students	245	
School Sixth Form - OSCA	63	25.7%
School Sixth Form - Other	10	4.1%
Sixth Form College	2	0.8%
Further Education	148	60.4%
Apprenticeships	10	4.1%
Employment combined with accredited training/part time study	3	1.2%
Study Programme	9	3.7%
Traineeship	0	0.0%
Re-engagement	0	0.0%
Those not yet ready for work or learning	0	0.0%
Total	245	100.0%

3.3.1. Last year our Year 13 pupils moved to a range of providers after school

Whole Year Group		
Option Type	Count	%
Total Students	89	
University	52	58.4%
College	2	2.2%
Staying in education - ALL	54	60.7%
Apprenticeship	13	14.6%
Employment	19	21.3%
Other	0	0.0%
Unknown	2	2.2%
Gap Year	1	1.1%
Total Students	89	100.0%
Movement into Education, Apprenticeship or Employment	87	96.7%

4. Premises and facilities

- 4.1. The school will make the theatre, sports hall, and classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available projectors and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Aspirations Leader or a member of the academy team.
- 4.2. Meaningful online engagement is also an option, and we are open to providers that are able to provide online engagement with our pupils.
- 4.3. Providers are welcome to leave or send a copy of their prospectus or other relevant course literature to the academy Aspirations Leader, who will ensure that this is placed in the appropriate careers area of the academy.
- 4.4. If a provider wishes to raise a complaint with regards to provider access, this should in the first instance be directed to:

Name: Darren Foreman

Role: Vice Principal

Telephone: 01922-685777

Email: D.Foreman@scacademy.co.uk