

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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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, aiming to reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment, or training).
- 1.2. The quality and impact of careers provision at Ormiston Sheffield Community Academy is monitored by the Career Leader, our Senior Leadership Team, the National Lead Practitioner Enrichment Careers and OAT, based on current good practice guidelines by the Department for Education, Gatsby Benchmarks and Careers and Enterprise Company (CEC). Access and opportunity to engage with technical, vocational, and training providers will form part of this process.
- 1.3. Links with other policies. This policy supports and is underpinned by key school policies, including those for Careers, Child protection, Equality and diversity, and SEND.
- 1.4. 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. Ormiston Sheffield Community Academy is committed to encouraging all students to make decisions about their future based on impartial guidance.

2. Pupil entitlement

2.1. Meaningful provider encounters

- 2.1.1. One encounter is defined as one meeting/session 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://careersandenterprise.co.uk/benchmark-7-creating-meaningful-encounters)

- 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

2.3. Minimum two provider encounters per phase

2.3.1. All schools must provide a **minimum of two encounters** with providers of technical education or apprenticeships **at each key phase of their education**:

- Phase 1 - 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)
- Phase 2 - 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)
- Phase 3 - 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)

This entitlement is in line with the updated Department for Education Provider Access Legislation, from January 2023, and the DfE Statutory Careers Guidance, May 2025,

These six meetings are timed to inform consideration of post-14, post-16 and post-18 options and progression to the next stage of education or training. This gives pupils the opportunity to consider how studying or training in different ways, and in different environments, beyond academic education might suit their skills, interests, and aptitudes.

- 2.3.2. 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.
- 2.3.3. Schools should encourage all pupils to attend the encounters. However, optional attendance for older pupils recognises that, while many 16- to 18-year-olds will benefit from finding out more about post-18 technical options, some will already have made a firm decision to pursue their chosen pathway.
- 2.3.4. The Provider Access Legislation includes flexibility for schools to arrange encounters with the same provider across more than one 'key phase.' For example, a school may invite an FE college to talk to pupils in the first key phase (year 8 to 9) about key stage 4 options and to talk to pupils in the second key phase (year 10 to 11) about post-16 options. However, within the same key phase, schools must

always provide meaningful encounters with two different providers to meet the legal requirement. Schools should also ensure appropriateness of the encounters for learners with SEND.

- 2.3.5. In schools, the governing body must make sure that learners in years 8 to 13 receive at least six encounters with a provider of technical education or apprenticeships.

2.4. Content of the provider encounters

- 2.4.1. Ormiston Sheffield Community Academy will ensure that each registered pupil meets with a representative range of education and training providers 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.

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

- 2.4.3. Ormiston Sheffield Community Academy will ensure that the six encounters happen for a reasonable period of time during the standard school day. Provider encounters that take place outside of school hours, for example parent's evenings, do not count towards fulfillment of the legal requirement for six provider encounters, but schools are still encouraged to provide these complimentary experiences for parents and their parents/carers.

- 2.4.4. Parental/carer involvement is encouraged, and parents/carers may be invited to attend events to meet with providers.

3. Management of provider access requests

3.1. Procedure

- 3.1.1 This part of the 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.

- 3.1.2 A provider wishing to request delivering a provider access session to pupils should contact Charlie Featherstonhaugh, Careers Advisor, and Darren Foreman, Vice Principal. 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: C.Featherstonhaugh@scacademy.co.uk and D.Foreman@scacademy.co.uk

- 3.1.3 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/carers to consult the provider website for background information, including details of the courses and qualifications that the provider offers and their Ofsted grade.

3.2. Opportunities for a provider visit

- 3.2.1. Providers will be invited to contribute to academy events integrated into the school careers programme, these will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. 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 provider visit will be for a 'reasonable period of time during the standard school day.' The Academy Day runs from 8.40am until 3.10pm.
- 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 Career Education, Information and Guidance (CEIAG) (see below). As a provider, please speak to our named Careers Leader to identify the most suitable opportunity for you.
- 3.2.4. Once a provider visit request has been submitted, the Academy Careers Leader will respond 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/carers 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.

The Careers Programme: We will also have a number of dropdown days throughout the academic year.

	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"> • 2 sessions through PSHE Careers module: Who am I? What is a career? Other sessions delivered through form time/ assembly will include: Exploring possibilities: Dream Jobs What is an entrepreneur? What is a work life balance? Careers and the future • Careers Advisor available at Parents evening for students and parents to speak to for IAG.
Year 8	3 sessions through PSHE Careers module: Job applications: Superhero CV's Challenges and rewards of work What does success mean to me? Other sessions delivered through form time/ assembly will include: What are my interests? Creating the life you want: making a broad vision Careers and the climate	<ul style="list-style-type: none"> • Careers Fair for Year 8 cohort • Assemblies from the University of Wolverhampton on an introduction to higher education and the benefits of HE. • Careers Advisor available at Parents 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. 	<ul style="list-style-type: none"> • Careers Advisor available at Parents evening for students and parents to speak to for IAG.

	Autumn Term	Spring Term	Summer Term
Year 9	<ul style="list-style-type: none"> • Year 9 Uni – Connect visits which runs 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 • 5 sessions through PSHE Careers module: What are my skills? What comes after school: the main learning pathways Decision making: choosing what to study at KS 4 Taking control of your career journey Working and earning: managing your money • Guided Options choices workshop • Year 9 World of Work Day delivered through the Aspire to HE Programme and the University of Wolverhampton • National Careers Week Assemblies and Lesson focus linked to career opportunities in a range of subjects. 	<ul style="list-style-type: none"> • 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 Careers Advisor 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. 	<ul style="list-style-type: none"> • Careers Fair for Year 10 cohort • 3 sessions through PSHE Careers module: Reflecting on my career journey: past, present and future Exploring employer profiles What type of career is best for me? Other sessions delivered through form time/ assembly will include: Preparing to go on work experience 	<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 Careers Advisor for targeted Y10 students.

	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> Year 10 Uni connect visits to University of Wolverhampton Campus Experience 	<p>Wellbeing in the workplace In person, hybrid, and remote: what works best?</p> <ul style="list-style-type: none"> 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. 	
Year 11	<ul style="list-style-type: none"> Post 16 Options & Labour Market Information assembly with the Careers Advisor, National Careers Service and The CEC. 3 sessions through PSHE Careers module: What are my employability skills? Post 16-Coices, Choices Decision making: choosing your post-16 pathway Researching volunteering and paid work Money talks: apprenticeships vs higher education <p>Other sessions delivered through form time/ assembly will include: Is AI a threat to our jobs</p> <ul style="list-style-type: none"> As a lead school the Speakers for schools' programme offers us to take advantage of inspirational speaker 	<ul style="list-style-type: none"> Careers Fair for all Year 11 cohort National Careers Week Assemblies and Lesson focus linked to career opportunities in a range of subjects. Medical Mavericks Assembly Careers Advisor available to speak to students and parents and provide IAG at Year 11 parents evenings 1to1 meetings with our Careers Advisor. 	<ul style="list-style-type: none"> Year 11 Transition Visit – University of Wolverhampton o Introduction to HE <ul style="list-style-type: none"> Study Skills Student Budget Campus Tour Year 11 Transition into Sixth Form Week

	Autumn Term	Spring Term	Summer Term
	<p>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.</p> <ul style="list-style-type: none"> • 1to1 meetings with our Careers Advisor. 		
<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>			
Year 12	<ul style="list-style-type: none"> • Student voice to direct curriculum Growth • Mindset/Time Management • What I wish I had known at 18 • Prospects quiz / Find job descriptions • Curriculum vitae • Application forms • Interviews • Mock interview booking and practice • Exploring Pathways/ RO Launch • Reflecting on Interests • WEX –Researching placements • WEX - Contacting Employers • Work Experience Programme launch assembly highlighting the benefits of work experience for the future and how to secure work experience 	<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 	<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. Ongoing support from Higher Education Outreach. • Campus Visit-University of Wolverhampton <ul style="list-style-type: none"> o UCAS o Finance o Study Skills o Campus tour

	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> placements with employers. • “Ways Forward After 18” day • Year 12 Employability skills programme • Mock interviews • Reflection on their interview performance • Managing money for young people with the Open University 	<ul style="list-style-type: none"> • Medical Mavericks Assembly • Managing Money for young People in conjunction with the open university 	
<p>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.</p>			
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 	<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 	

	Autumn Term	Spring Term	Summer Term
	workshops at the University. • Open University Academy of money – enrichment 2 hours per week over 8 weeks badged course		

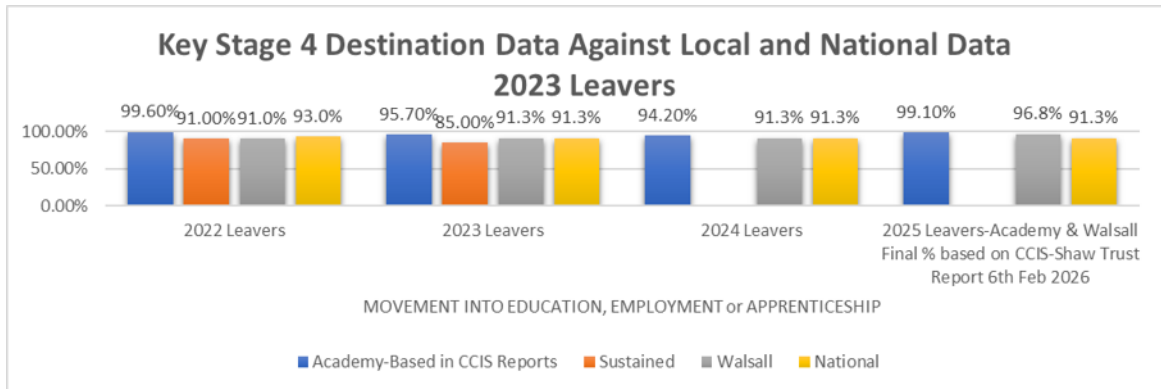
3.2.8. The academy policies on safeguarding and visitors sets out the school’s approach to allowing providers into school as visitors to talk to our students. These can be found on the school website.

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

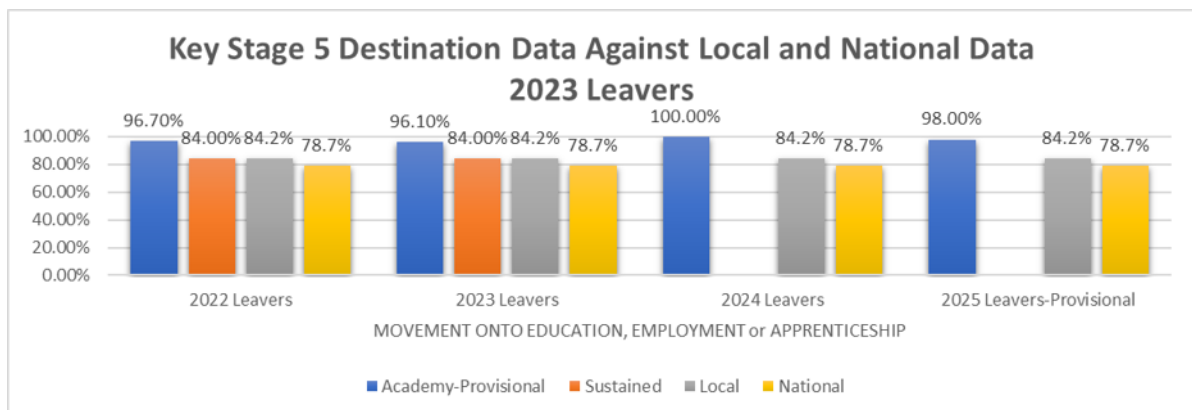
3.3. Previous pupil destinations

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



List of Destinations	No. of Clients	%
2.01 School Sixth Form	66	28.4%
2.02 Sixth Form College	1	0.4%
2.03 Further Education	144	62.1%
2.07 Other post 16 education	2	0.9%
3.07 Apprenticeships	1	0.4%
3.12 Employment without training	2	0.9%
3.11 Employment with non-accredited training	1	0.4%
4.01 EFA funded work-based learning	13	5.6%
5.01 Seeking employment - educ or trng only	2	0.9%
Total	232	

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



Destinations	2025
Apprenticeship	17%
Employment	14%
FE College	
Gap Year	
Other	2%
University	68%

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 Careers Leaders 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 students. Technology checks in advance will be required to ensure compatibility with systems.
- 4.3. Providers are welcome to leave or send a copy of their prospectus or other relevant course literature to the academy Careers 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

Appendix 1

The academy should ensure that the table is completed ahead of the scheduled meeting:

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. Safeguarding and Child Protection policy Persons acting on behalf of a provider may represent the provider, or accompany the provider, if they are particularly well placed to engage and inform pupils about the options available. For example, a University Technical College or an apprenticeship provider may ask to bring a key employer with them on a provider visit.
Aims and objectives of session including year group	<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>
Please demonstrate which Gatsby Benchmarks relate to the session and how (link to information re Gatsby Benchmarks Good Career Guidance Education Gatsby)	<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>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>