

# Provider Access Policy Statement

**Adopted Date:** 01/09/2025  
**Review Date:** 01/09/2026

## Equality and Inclusion Statement:

We include our equality statement in the beginning of all policies to emphasise our commitment to equality and inclusion.

At Apex Specialist Education we are committed to promoting equality of opportunity, eliminating discrimination and harassment, valuing diversity and promoting positive relationships. We provide an inclusive education which enables all pupils to develop their full potential meeting the requirements of the Equality Act 2010 and Special Educational Needs and Disability Code of Practice 2014.

At Apex Specialist Education, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

In line with the public sector equality duty (PSED) standards, Apex Specialist Education will have due regard to the need to:

- Eliminate discrimination.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it.

In practice, due regard means that the governing board and the leadership team will:

- Be aware of the duty to have due regard when making decisions or taking action and will assess whether it may have implications for people with particular protected characteristics.
- Consider equality implications before and at the time that they develop policies and take decisions, not as an afterthought and keep them under review on a continuing basis.
- Integrate PSED into the implementation of all school functions and ensure that the analysis necessary to comply with the duty is carried out seriously, rigorously and with an open mind.
- It is unlawful to discriminate in the following areas, termed as protected characteristics: age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief and sexual orientation.

All members of the school community are responsible for promoting the school's equality statement and are obliged to respect and act in accordance with it.

For further information please see the school's Equality and Diversity Policy.

## **Contents:**

1. Aims
2. Statutory requirements
  - 2.1 The 6 encounters schools must offer to all pupils in years 8 to 13
  - 2.2 Meaningful provider encounters
3. Pupil entitlement
4. Management of provider access requests
  - 4.1 Procedure
  - 4.2 Careers programme overview
  - 4.3 Safeguarding
  - 4.4 Premises and facilities
5. Meaningful Encounters 25/26:
6. Pupil destinations
7. Complaints

## 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 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must provide a minimum of 6 encounters with technical education or training providers to all pupils 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 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 6 encounters schools must offer to all pupils in years 8 to 13*

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

## *2.2 Meaningful provider encounters*

Apex Specialist Education is committed to providing meaningful encounters to all pupils. 1 encounter is defined as 1 meeting/session between pupils and 1 provider.

Apex Specialist Education uses the Making it Meaningful checklist from The Careers & Enterprise Company to consider whether an encounter is meaningful.

## **3. Pupil entitlement**

All pupils in years 8 to 11 at Apex Specialist Education 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, e.g. 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

Mr. Matthew McCann (DSL/CEO).

Telephone: 07915 269 720.

Email: [matthew.mccann@apex-specialisteducation.com](mailto:matthew.mccann@apex-specialisteducation.com)

## 4.2 Careers programme overview

A number of events, integrated into our careers programme (and enrichment calendar), will offer providers an opportunity to come into school to speak to students and/or their parents/carers:

	AUTUMN TERM	SPRING TERM	SUMMER TERM	Whole School			
YEAR 7/8	Life Skills			Subject specific careers discussions and advice are embedded in the planning.	Leadership Award- Engineering	Duke of Edinburgh	Alternative Provision- Skills for employment- Hair and Beauty, Construction, etc
	Finances- Tuck Shop	Finances - Employment	Finances- Budgeting				
		Careers- Job Search, CVs					
Positive Steps – Direct work	Meaningful Encounter - sector visit.	Group Session					
YEAR 9	Life Skills						
	Business Enterprise	Aiming Higher- University and Apprenticeship.	Careers- How to be interview ready - Mock Interviews.				
		Meaningful Encounter- sector visit.	Group Session				
Positive Steps – Direct work							
YEAR 10	ASDAN- Living Independently						
	Finances- Financial decisions, Keeping track of Money	Finances- Budgeting	Careers- Preparing for the world of work.				
		Meaningful Encounter- sector visit.	Work Experience				
Positive Steps – Direct work		Group Session- Preparation for work/work experience.	1:1 Advice and Guidance interviews				
YEAR 11	ASDAN- Living Independently						
	Finances- Financial decisions, Keeping track of Money	Finances- Budgeting	Careers- Preparing for the world of work.				
	Positive Steps- Two, 1:1 Individual Careers Advice and Guidance interview		Workshops- Mock interviews CV writing College transitions.				

### *4.3 Safeguarding*

Our safeguarding/child protection 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.

### *4.4 Premises and facilities*

- Facilities will be available to enable providers to access pupils, e.g. rooms, specialist equipment such as audio and visual devices (pre-agreed/arranged in advance).
- Providers can leave prospectuses or other material for students to read.

## **5. Meaningful Encounters 25/26:**

In 25/26 we will have at least the following encounters:

- Engineer visit as part of the Personal Development curriculum
- University student visit (with SEN) to discuss their route through FE/HE
- A trip to a music studio (Spirit Studios Manchester)
- Apple Store visit (arranged with support from Positive Steps)
- Hopwood Hall Careers fair

## **6. Pupil destinations**

Last year we supported 100% of year 11 pupils to secure a post-16 placement.

## **7. Complaints**

Any complaints related to provider access can be raised following the school complaints procedure accessible via our website.