HALESBURY SCHOOL

Provider Access Policy

Policy for the attention of			
Audience	Key Audience	Optional Audience	Additional/Notes
Senior Leadership Team	✓		
Teachers	✓		
Teaching Assistants		✓	
Administrative Staff		✓	
Curriculum support		✓	
Lunchtime Supervisors			
Site Manager			
Cleaners			
Governors	✓		
Parents	✓		
Website	✓		
Local Authority	✓		

Responsibility of	Careers Lead, Headteacher and Governors
Review frequency	Annual
This version agreed	September 2026
Next review date	September 2027

Halesbury School Provider Access Policy

Introduction

This policy sets out Halesbury School's arrangements for managing the access of providers to students, for the purpose of giving them information about the provider's education or training offer. It is also sets out the criteria that will be used when deciding whether to grant access.

This policy complies with the school's legal obligations under Section 42B of the Education Act, 1997 and is in conjunction with current GDPR regulations.

Rationale

In line with current statutory guidance relating to Provider Access (Jan 23), we believe that all students should have the opportunity to meet with a wide range of providers and hear about the opportunities and pathways that they offer. However, given the varied, and often complex, needs of our young people, it is important to ensure that these experiences are carried out in conjunction with partners who can provide relevant and meaningful experiences that are indicative of likely future pathways e.g. further education, specialist college, social care etc. Furthermore, we are also aware that, for some of our learners, the prospect of discussing transition can be distressing, therefore, **we adopt a person-centred approach to provider access, whereby learners are supported to explore the potential pathways, that are most relevant and meaningful to them, at the time that is right for them.** This rationale is also underpinned by the updated Gatsby Benchmarks which recognise that 'young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information'.

Student Entitlement

As per current Statutory Guidance, all students in Years 7-13 are entitled to six encounters with technical/vocational providers in order 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;

- 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;

- understand how to make applications for the full range of academic and technical courses.

These encounters should be evenly spread across the key stages with 2 taking place in Key Stage 3, 4 and 5. However, given the needs of our learners, we shall be introducing relevant and meaningful providers, at an appropriate time in order to avoid anxiety and distress relating to transition. Whilst some of these providers would not be recognised under current Provider Access Legislation e.g. specialist colleges, social care, activity providers etc., they are indicative of the likely destinations of our young people and so must be included, and prioritised, in order to support informed decision-making and promote empowerment.

Management of Provider Access Requests

Any provider wishing to request access should contact:

Mrs N Harris (Careers Lead and Guidance Practitioner)

Telephone: 01384 984000

Email: nharris@halesbury.dudley.sch.uk

Opportunities for Access

A number of events, integrated into the school curriculum, will offer providers an opportunity to come into school to speak to our pupils and/or their parents/carers.

Examples of opportunities for provider access are:

- Opportunities for visiting speakers, trips and visits related to Careers Education and/or Preparing for Adulthood
- Enterprise Activities
- Mock Interviews
- Workplace Visits
- Work Experience
- Alumni Visits
- Sensory-based world of work experiences
- F.E. College, Training Provider and/or Specialist College Visits
- Transition Visits
- Assemblies and Workshops

Please note that this list is not exhaustive and we welcome suggestions from providers.

Granting Access

We will always try to provide access wherever it is deemed to be appropriate, relevant and meaningful for our learners, however, the decision to grant/refuse access to students will be based on the following criteria:

- The needs of the students
- The needs of the curriculum
- Timing of request (e.g., assessment periods will be difficult to accommodate)
- Timing of the school day
- Nature of the request from the provider
- Number of requests received from this provider
- Number of requests received from other providers
- Number of requests received for any given cohort of students
- Availability of the required facilities
- Appropriate assurances/ID being provided by the individual and/or organisation

Premises and Facilities

Arrangements relating to facilities should be discussed and agreed in advance of the visit with a member of Halesbury staff in order to ensure that:

- Halesbury School can make appropriate spaces available for discussions between providers and students, such as the main hall, classrooms, or meeting rooms.

- Halesbury School can also make available any ICT resources required to support provider presentations.

Upon arrival at Halesbury School, providers must immediately report to the school's main reception where they must sign in. As part of this process providers will be made aware of the school's safeguarding procedures and relevant health and safety information before being issued with a visitor's identification badge which must be worn for the duration of the visit.

Providers are also welcome to leave a copy of their prospectus or other relevant literature at the school reception where it will then be shared with the relevant staff and students.