

SAFFRON VALLEY COLLEGIATE

Careers Education Information Advice and Guidance (CEIAG) - Provider access policy statement



Approved: 22.09.21

Due for review: Autumn 1 2023

MISSION STATEMENT

The Collegiate and its component provisions seek to provide a personalised educational experience that identifies and responds to the circumstances and needs of each individual child or young person. In doing so it enables them to progress academically and become successful learners through the reengagement of the young person with education.

EQUALITIES STATEMENT

All who work for the Collegiate are committed to the celebration of diversity, and the challenging of disadvantage and discrimination, in all its forms.

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 also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students.

This is outlined in section 42B of the [Education Act 1997](#).

This policy shows how our school complies with these requirements.

3. Student entitlement

All students at Saffron Valley Collegiate (SVC) 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
- Understand how to make applications for the full range of academic and technical courses

4. Management of provider access requests

4.1 Procedure

Providers wishing to access the students at Saffron Valley Collegiate are actively encouraged to do so through the academic year. Regular, long-term partnerships with local support agencies, mentoring services and education providers are actively encouraged and fostered for the benefit of students.

A provider wishing to request access should contact:

INSERT NAME, Careers Coordinator. Telephone: INSERT Email: INSERT	or	Jenny Adamson, Headteacher/Careers Lead Telephone: 0208-604-1414 Email: KS4South@saffronvalleycollegiate.co.uk
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Interested parties should provide a written summary with details of their intended offer, with details of the qualifications/experience of the facilitator(s).

4.2 Opportunities for access

SVC consists of five different provisions:

- Key Stage 3 provision for pupils who have been permanently excluded or at risk of permanent exclusion;
- Key Stage 4 South and North provisions for pupils in years 10 and 11 who have been permanently excluded or are at risk of permanent exclusion;
- Springboard – a short-term provision for pupils with medical needs, including mental health issues.

- Cotelands – a long term provision for pupils in years 9 – 11

A number of events, integrated into our careers programme, will offer providers an opportunity to work face-to-face, (or virtually via our learning platform), with our students and/or their parents/carers.

Throughout the year (and for pupils in all year groups), teachers welcome employers to link their sector area to curriculum subjects, e.g. maths in construction, art in architecture. Opportunities not linked exclusively to STEM.

	Autumn term	Spring term	Summer term
Years 7 and 8	PSHE activities to develop employability skills: Leadership, organisation, resilience, initiative and communication.		
		Workshop - overview of post-16 options for students, to include: A levels, applied general qualifications, technical/vocational qualifications, apprenticeships.	Virtual parental event: overview of post-16 options, to include: A levels, applied general qualifications, technical/vocational qualifications, apprenticeships.
Year 9	PSHE activities to develop employability skills: Leadership, organisation, resilience, initiative and communication.		
		Workshop - overview of post-16 options for students, to include: A levels, applied general qualifications, technical/vocational qualifications, apprenticeships. Small group workshops with careers adviser.	Virtual parent/carer event: overview of post-16 options, to include: A levels, applied general qualifications, technical/vocational qualifications and apprenticeships. Assemblies/tutor group activities: preparation and progression to KS4
Year 10	Assemblies and tutor group/sector interest small group workshops – employability skills.		
	Workshop - overview of post-16 options for students, to include: A levels, applied general qualifications, technical/vocational qualifications, apprenticeships. Life Skills – work experience/experience of work preparation sessions.	Virtual parent/carer event: overview of post-16 options, to include: A levels, applied general qualifications, technical/vocational qualifications and apprenticeships. Life Skills – work experience/experience of work preparation sessions.	Small group workshops with careers advisers – preparation for individual IAG interviews. Visits to local post-16 providers – virtual and face-to-face.

Year 11	Assemblies and tutor group/sector interest small group workshops – employability skills.		
	Virtual parent/carer event: overview of post-16 options, to include: A levels, applied general qualifications, technical/vocational qualifications and apprenticeships.	Post-16 interviews. Individual IAG interviews. Apprenticeships – support with applications.	Individual IAG interviews. Visits to a university – academic and vocational courses.
	Post-16 provider virtual event for pupils: to include A levels, applied general qualifications, technical/vocational qualifications, and apprenticeships.		
	Individual IAG interviews. Preparation for college/training provider interviews.		
	Post-16 provider open evenings. Post-16 career fair.		

Please speak to our Careers Coordinator to identify the most suitable opportunity for you.

4.3 Granting and refusing access

SVC is particularly interested in developing partnerships with organisations committed to supporting marginalised groups. As our pupils cover the wide span of ability, they will typically require a differentiated approach to provision. Although our staff will provide support, it is helpful if facilitators are sufficiently confident to work with pupils with challenging behaviour and/or low self-confidence and are able to adapt their content and approach to meet the specific needs of our specific cohorts.

4.4 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.

4.5 Premises, facilities and support

The school will ensure an appropriate venue, technology and in class support is provided.

5. Links to other policies

This policy should be read in conjunction with the following policies:

- Careers guidance policy
- Safeguarding policy
- SEND Policy
- Equalities Policy

6. Monitoring arrangements

The school's arrangements for managing the access of education and training providers to students is monitored by the Careers Coordinator.

This policy will be reviewed by the Careers Coordinator every three years. At every review, the policy will be approved by the Management Committee.