



Provider Access Policy

This policy was approved and ratified by the

Full Board of Trustees at Cox Green School

on

19th May 2026



Revision Overview

Version	Area
1.8	Page 2 Paragraphs 2, 3.2, 3.3, 6, 7 Appendix 1, Appendix 2 Glossary



1. Introduction

- 1.1 This policy statement sets out the school's arrangements for managing the access providers to pupils at the school for the purpose 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 Department of Education, July 2021 "The Baker Clause" and the Provider Access Legislation, January 2023.

2. Pupil Entitlement

Cox Green School fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training, and apprenticeships. The school will comply with the new legal requirement to provide at least six encounters with providers of approved technical education qualifications or apprenticeships during Years 8-13.

- To find out about technical education qualifications such as T- Levels, Higher Technical Qualifications, and apprenticeship 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 option events, other careers related events, assemblies, group discussions and taster events.
- To understand how to make applications for any full-time academic courses and any technical courses.

2.1 Parents and Carers

Parental involvement is encouraged, and parents may be invited to events to meet the providers.

3. Management of Provider Access Requests

3.1 Procedure

A provider wishing to request access should contact Hannah Thompson Information, Advice and Guidance Officer or the SLT member with oversight for Careers, Charlotte Morgan Russell.

Telephone: 01628 629415 **Email:** h.thompson@coxgreen.com

3.2 Opportunities for Access

Several events, integrated into the school's Careers and Personal Development programme, will offer training providers an opportunity to come into school to speak to pupils and/or their parents and carers. Our Information, Advice and Guidance Officer will organise this, working closely with the provider to ensure the event/talks are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of the Careers Team who will facilitate.

Students may also travel to visit another provider as part of a trip to be organised in partnership with Cox Green School.



Cox Green School will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

3.3 Premises and Facilities

The school will make classrooms or private meeting rooms available for discussions between the training provider and the students, as appropriate to the activity. The school will also make audio visual equipment available if agreed in advance of the visit with the Information, Advice and Guidance Officer or member of their team. Training providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Office, which can be accessed by students during set drop-in sessions or meetings.

4. Measurement and Assessment of the Impact of the Careers Programme on Pupils

The school will regularly measure and assess the impact of the careers programme on pupils through the whole school self-evaluation strategy. This includes regular questionnaires with pupils regarding our careers provision, and subsequent actions they may have taken, parent survey at each parents' evening and a range of other student voice activities led by the Leadership Team. The school will also use the Compass+ tool to track the expected outcomes in relation to the Gatsby Benchmarks. The impact of the Careers Strategy is reported in advance to Trustees for each Full Board of Trustees meeting.

5. Communication of Policy

This policy will be published on the school website and the staff intranet.

6. Review of Policy

This policy will be reviewed annually by the Full Board of Trustees.

7. Version History

Version	Authorisation	Approval Date	Effective Date	Next Review
1.0	People and External Relations	06/03/2018	6/3/2018	March 2021
1.2	People and External Relations	14/05/2019	14/5/2019	June 2020
1.3	People and External Relations	01/05/2020	1/5/2020	May 2021
1.4	People and External Relations	17/05/2022	17/5/2022	May 2023
1.5	People and External Relations Ratified by Board	23/05/2023	23/05/2023	May 2024
1.6	People and External Relations	23/05/2024	23/05/2024	May 2025
1.7	People and External Relations	18/03/2025	18/03/2025	May 2026
This policy was delegated to the Full Board of Trustees in May 2026				
1.8	Full Board of Trustees	19/05/2026	19/05/2026	May 2027



Appendix 1

Providers who have been invited into Cox Green School to date include:

- ASK Apprenticeships
- Activate Learning
- Henley College
- Windsor Forest College Group
- Global Academy
- WaterBear College



Appendix 2 Careers Strategy at Cox Green School –2025/26

Benchmarks	Outcomes Expected	Related Activity and Evaluation
<p>1. A stable careers programme. <i>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, Trustees and employers.</i></p>	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has identified and appropriately trained person responsible for it. • The careers programme should be published on the school’s website in a way that it enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process. • Providers of technical (including higher technical) education, vocational education and apprenticeships should be given the opportunity to engage with students and their parents so that all routes at 16 and 18 are fully understood and so that students can make informed decisions at key transition points. 	<p>Hannah Thompson- IAG Officer, Level 6 Advice and Guidance qualification and independent careers advisor. SLT link – Charlotte Morgan Russell and Trustee Link – Wen Lan Richard</p> <p>IAG Officer attends year 8, 9, 10, 11, 12, 13, and 14 parents evening to discuss findings with parents.</p> <p>Careers provision published on the school website, newsletter, letters to parents and through the Trustee’s report/s. Use of Unifrog to share information with students and parents i.e. action plan from careers meeting and signposting to useful information.</p> <p>Compass+ – updated and tracked termly.</p> <p>Student surveys are conducted after careers’ events, interviews and employer encounters throughout the year to ensure the evaluation and quality of provision is assessed and reviewed.</p> <p>Whole school stake holder surveys are conducted throughout the year with careers questions embedded within them. The results of which are fed back to the Careers Lead.</p> <p>Outcomes are shared with Trustees.</p> <p>Working with Employer link ‘Three’ to review the school website from an employer perspective. Highlight our employer links to parents.</p> <p>Year 8 -13– Careers Fair</p>



		<p>Year 8 –Apprenticeship Assembly Year 9 – Options taster day, Apprenticeship Assembly Year 10 – PD sessions, Apprenticeships, Work Experience. Year 11 – Taster Day, prep for You’re Hired. Assemblies on Apprenticeship and College. Year 12/13 & 14 – Employer talks, University fairs/University visits/talks, Work experience, Apprenticeship talks.</p>
<p>2. Learning from career and labour market information. <i>Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</i></p>	<ul style="list-style-type: none"> ● By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. ● Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children. 	<p>Labour Market information is shared on the school website. Information is also shared at information and parents' evenings.</p> <ul style="list-style-type: none"> ● Year 7: Introduction to careers support at CGS, and Unifrog, and continue to use Unifrog up to Year 13 ● Year 8: 1:1 career interview and drop-ins. Careers Fair ● Year 9: 1:1 career interview and drop- ins, carousel, presentations from Colleges and training providers and parent information evening. ● Year 10: 1:1 career interview and drop-ins, PD programme. ● Year 11: 1:1 career interview and drop-ins, workshop on application process and CV writing. You’re Hired event. ● Year 12: 1:1 career interview and drop-ins, Induction Day/application support. Work experience, Insight & Taster days. Student finance and UCAS trip and workshop. Apprenticeship workshops in enrichment time. Parent information evening. ● Year 13/14-1:1 career interview and drop-ins. ● Labour Market Information or LMI -promoted for each year group to understand likely future employment and skills trends group. ● Displays in school on LMI linked to subject areas.



		<ul style="list-style-type: none"> • Careers in curriculum week • Career of the Week • Global and local businesses based in Berkshire and further afield.
<p>3. Addressing the needs of each student. <i>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed quality and diversity considerations throughout.</i></p>	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge the stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • The records of advice given should be integrated with those given at the previous stage of the student's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training, or employment destinations. 	<p>As above</p> <p>Careers interview notes are taken at each careers interview. Actions are recorded and followed up using Unifrog.</p> <p>PP students – supporting the Lead teacher on courses/alternative provision.</p> <p>Destinations data recorded. Unifrog will help to keep records through our student's time at Cox Green from Year 7 onwards</p> <p>Hannah Thompson- IAG Officer, works with many alternative providers to offer guidance and attends SEND annual review meetings.</p> <p>Access to records for students kept on Unifrog.</p> <p>Linked-in profile to support tracking of external leavers and build alumni.</p> <p>Data sharing agreements with colleges.</p> <p>Recording leavers' information on collection of GCSE and A Level Results.</p>
<p>4. Linking curriculum learning to careers. <i>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</i></p>	<ul style="list-style-type: none"> • By the age of 14, every pupil should have the opportunity to learn how the different STEM subjects help people gain entry to, and be more effective workers within, a wide range of careers. • Throughout their programme of study (and by the end of their course) every student should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations. 	<p>Year 9 Options Evening Visitors from key industries encouraged. Careers Fair Employer sessions Workplace visits Career of the Week Careers in Curriculum Week</p>



<p>5. Encounters with employers and employees <i>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes.</i></p>	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p><i>*A ‘meaningful’ encounter is one in which the student has an opportunity to explore what it is like to learn in that environment.</i></p>	<p>‘Meaningful encounters’</p> <p>Year 8: Careers Fair</p> <p>Year 9: Careers Fair & Options Taster day</p> <p>Year 10: Careers Fair & Work Experience</p> <p>Year 11: You’re Hired</p> <p>Year 12: Careers Fair & Work Experience</p> <p>Year 13: HE & Apprenticeship Fair & Guest Speakers</p> <p>Year 14: HE & Apprenticeship Fair & Guest Speakers</p> <p>Employer visits to school and external</p> <p>Visits to Universities</p> <p>Careers and Enterprise Advisor- TBC and formal link with Three</p>
<p>6. Experience of workplaces <i>Every student should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of careers opportunities and expand their networks.</i></p>	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, in addition to any part-time jobs they may have. • By the age of 18, or before the end of their study programme, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have 	<p>In person work experience in Year 10</p> <p>Work placement in Year 12 – Taster Days</p> <p>Virtual and on-site work experience.</p> <p>Widened enrichment volunteering offered.</p> <p>Post-16 career-related volunteering encouraged.</p> <p>Year 8 -13 - Careers Fair Assemblies and PD sessions</p> <p>Year 7 – Introduction to Careers</p> <p>Year 8 – University, College and Apprenticeship sessions</p> <p>Year 9 – Taster Day for options</p> <p>Year 10 – Work Experience</p> <p>Year 11 – You’re Hired</p> <p>Year 12 – University visits and talks & Work Experience</p>



Glossary

CGS	Cox Green School
Gatsby Benchmarks	An eight-point framework defining careers guidance in England used to improve career education and support informed future choices.
IAG	Information and Guidance
LMI	Labour Market Information
PD	Personal Development
PP	Pupil Premium
SEND	Special Educational Needs and Disabilities
SLT	Senior Leadership Team
STEM	Science, Technology, Engineering and Mathematics
UCAS	Universities and Colleges Admission Service (the UK's centralised system for managing undergraduate applications to universities and colleges).
Unifrog	An all-in-one platform designed to guide students through their next steps after school.