



Provider Access Policy

This policy was approved and ratified by People and External Relations Committee
of
Cox Green School
On 25/3/24

Version	Authorisation	Approval Date	Effective Date	Next Review
1.0	People and External Relations	6/3/18	6/3/18	March 2021
1.2	People and External Relations	14/5/19	14/5/19	June 2020
1.3	People and External Relations	1/5/20	1/5/20	May 2021
1.4	People and External Relations	17/5/22	17/5/22	May 2023
1.5	People and External Relations Ratified by Board	23/05/23	23/05/23	May 2024
1.6	People and External Relations	23/5/24	23/5/24	May 2025



1. Introduction

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.

2. Pupil Entitlement

All pupils in years 7-13 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 option events, assemblies and group discussions and taster events;
- To understand how to make applications for any full-time academic courses and any technical courses.

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

A number of events, integrated into the school's careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents and carers:

Please note current work below or speak with our Careers Leader to identify the most suitable opportunity for you.

3.3 Premises and Facilities

The school will make classrooms or private meeting rooms available for discussions between the provider and the students, as appropriate to the activity. The school will also make available audio visual equipment if agreed in advance of the visit with the careers lead or member of their team. 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 in regards to 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 Board of Trustee 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 People and External Relations Committee.



Appendix 1 Careers Strategy at Cox Green School –2023/24

Benchmarks	Outcomes expected	Related activity and Evaluation
<p>1. A stable careers programme. <i>Every school and college should have 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 	<p>Hannah Thompson- IAG Officer, Level 6 Advice and Guidance qualification and independent careers advisor. LT link – Faith Kirby and Trustee Link – Wen Lan Richard</p> <p>IAG Officer attends year 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 school website from an employer perspective. Highlight our employer links to parents.</p> <p>All year groups – Careers Fair</p>



	<p>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>	<p>Year 8 – University, Apprenticeships & College talks and What’s the point day Year 9 – Options taster day Year 10 – PD sessions - Apprenticeships, employer talks, prep for You’re Hired. Year 11 – Taster Day 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 evening.</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. Options carousel and 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, University visit and session with NCS – Summer. ● 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 Markets-promoted for each group-update on local good practice ● Displays in school on LMI linked to subject areas ● 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 stereo typical 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 interviews 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>Linked-in profile to support tracking of external leavers and build alumni.</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</p> <p>STEM Careers teacher subject link – Lucy Winchcombe. Working to embed careers into the subjects covered by STEM into the curriculum.</p> <p>Visitors from key industries encouraged.</p> <p>Careers Fair Employer sessions Workplace visits STEAM Event for Year 7&8 What's the point of a subject e.g. Maths, Science or English</p> <p>Audits from subject areas to highlight to students, parents, external partners and employers our careers programme in school via school website</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 work place. 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 7: Careers Fair</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- Denise Firth and formal link with Three</p>
<p>6. Experience of workplaces <i>Every student should have first-hand experience of the work place 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, additional 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>Work placement in year 12 – Taster Days Virtual and on site work experience.</p> <p>Widened enrichment volunteering offered post 16-career related volunteering encouraged.</p> <p>All Years - 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>