



Cleeve Meadow School

Provider Access Statement

October 2020

Review October 2022

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of give them information about the provider's education for training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

1. Aims
2. Statutory requirements
3. Student entitlement
4. Management of provider access requests
5. Monitoring arrangements

1. Aims

This policy statement aims to set out our school's arrangements for managing the access of education and training providers to pupils for the purpose of giving them information about their offer. It sets out:

- Procedures in relation to request 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 pupils in years 8 – 13 for the purposes of information 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 outline in section of 42B of the Education Act 1997. <https://www.legislation.gov.uk/ukpga/1997/44/section/42B>. This policy show how our school complies with these requirements.

3. Pupil entitlement

All pupils in years 8 – 13 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 a full range of academic and technical courses.

4. Management of provider's access requests

4.1 Procedure: a provider wishing to request access should contact Juliet Morris, Head of School. Telephone: 0208 269 6523 e-mail admin@cleevemeadow-tkat.org

4.2. Opportunities for access: a number of events, both external and internal are built into the school careers programme and will offer providers an opportunity to meet the pupils and/or their parents.

4.3 Premises and facilities: the school will make the hall, classrooms or meeting room available for discussions between provider and pupils, as appropriate to the activity. The school will also available IT support to the provider if necessary. This will be discussed and reviewed in advance of the visit with the careers lead or another member of The Rise staff.

Careers framework KS3

| Year Group Term | Event | Learning |
|-----------------|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7 Autumn | Christmas Fayre | Enterprise planning STEM <ul style="list-style-type: none"> • Students gain experience of event planning by working out the programme, timings, publicity and budget for a school event such as a fashion show or pet show. They review their contribution to the venture Links with local supermarkets and recycling facilities |
| Spring | Bird Box project | STEM Links with local garden centres and horticultural employers |
| Summer | Environment project | <ul style="list-style-type: none"> • Students plan and deliver a series of environmental awareness projects as part of their school's ecology campaign |
| 8 Autumn | Christmas Fayre | <ul style="list-style-type: none"> • Students use a personal budget planner to work out a budget for the summer holidays and/or an event (STEM D&T) |
| Spring | Steady Hand Game | Links with local electrical companies? |
| Summer | Environment project | <ul style="list-style-type: none"> • Students plan and deliver a series of environmental awareness projects as part of their school's ecology campaign • Students investigate the types of businesses involved in the exploitation of commodities such as coffee from the raw material stage to the finished product (Geography) • Students list the jobs involved in getting an everyday item such as a tin of beans to consumers • Students make a spider diagram of the contractors and suppliers linked to their own school |
| 9 Autumn | Christmas Fayre | <ul style="list-style-type: none"> • In small groups, Students research a job family and give 'table presentations' at their own careers fair • Looking at different businesses students can describe their organisation and structure Links with local supermarkets and recycling facilities Links with local food outlets and caterers |
| Spring | Careers Fayre | <ul style="list-style-type: none"> • Be aware of what labour market information is and how it can be useful to students • Identify how to stand up to stereotyping and discrimination that is damaging to students and those around students • Students are aware of the laws and the bye-laws relating to the hours and types of employment for their age group • Students produce a guide to 'making the most of information, advice and guidance' in their community • Students create career timelines to summarise the career of someone they admire |

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| | | <ul style="list-style-type: none"> In their small group, Students review their experience of taking responsibility for interviewing a visitor <p>Links with a range of local employers and support agencies</p> |
| Summer | Visit to 6 th form college | <ul style="list-style-type: none"> Students write a guide for Year 6 Students on how to make a success of the move from primary to secondary school and support them once they have transitioned into the school Students use a personal budget planner to work out a budget for the summer holidays and/or an event (STEM D&T) |

4.4 Safeguarding: our safeguarding / child protection policy outlines the school's procedure for checking the identity and suitability of visitors. Educations and training providers will be expected to adhere to this policy.

5. Monitoring arrangements

The school's arrangements for managing the access of education and training providers to pupils are monitored by Juliet Morris, Head of School