Provider Access Policy Statement

The Vyne Community School

Approved at:	C&S Committee	Date: 10th November 2026
Last reviewed on:	November 2026	
Next review due by:	November 2027	

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Rationale

High quality careers education, information, advice and guidance is critical to young people's futures. It helps students understand the world of work, make informed choices and develop the knowledge and skills needed to progress successfully into further education, training or employment. Students need access to impartial information about the full range of academic, technical and vocational routes, including apprenticeships, foundation apprenticeships, T Levels, Higher Technical Qualifications and other approved qualifications and training routes.

Commitment

The Vyne Community School is committed to ensuring that a range of education and training providers can access students to inform them about approved technical education qualifications and apprenticeships. The school will act impartially and will not show bias towards any route, whether academic, technical or vocational. The school will support every student to understand the pathways available and to make decisions that reflect their interests, abilities and aspirations.

Legislative and guidance context

This policy statement has been prepared in accordance with sections 42A and 42B of the Education Act 1997, as amended by the Skills and Post-16 Education Act 2022, and the Department for Education statutory guidance Careers guidance and access for education and training providers, updated on 23 June 2026. It also reflects the updated Gatsby Benchmarks introduced for implementation from the 2025 to 2026 academic year.

Aims

This policy aims to:

- Develop students' knowledge and awareness of the full range of education, training and career pathways available to them.
- Ensure students can learn directly from providers before making important choices about their future.
- Support informed and successful transitions at ages 14 and 16.
- Reduce the risk of students dropping out of courses or becoming not in education, employment or training.
- Ensure that access is inclusive and appropriate for students with special educational needs and disabilities, disadvantaged students and other students who may face additional barriers.

Student entitlement

All students in Years 7 to 11 are entitled to receive impartial careers information, advice and guidance as part of the school's careers programme. This includes information about

academic, technical and vocational qualifications, apprenticeships and the processes for applying to a range of post 16 providers.

As an 11 to 16 school, The Vyne Community School must provide four statutory encounters with providers of technical education or apprenticeships across Years 8 to 11. The minimum entitlement is set out below.

Key phase and timing	Minimum statutory entitlement	How access will normally be provided
First key phase: Year 8 or Year 9. Any Year 9 encounter must take place between 1 September and 28 February.	Two meaningful encounters with two different providers.	Scheduled during the standard school day through the careers programme. This may include careers lessons, assemblies, curriculum activities, provider workshops or taster activities.
Second key phase: Year 10 or Year 11. Any Year 11 encounter must take place between 1 September and 28 February.	Two meaningful encounters with two different providers.	Scheduled during the standard school day through the careers programme. This may include careers lessons, assemblies, transition activities, provider workshops, visits or taster activities.
Additional opportunities: Years 7 to 11.	Additional encounters are encouraged but do not replace the statutory entitlement above.	Options events, curriculum activities, visits and other agreed opportunities. Activities outside the standard school day can complement the programme but do not count as statutory encounters.

All statutory encounters will take place for a reasonable period during the standard school day. The school will ensure that all students in the relevant year group can attend and will not restrict statutory encounters to selected groups. Within each key phase, the two encounters must involve different providers. The same provider may be used in different key phases where the content is appropriate to the students' stage of education and future choices.

What a meaningful provider encounter will include

A statutory encounter will be planned jointly by the school and the provider and will:

- Have a clear purpose and appropriate learning outcomes.
- Include information about the provider and the approved technical education qualifications or apprenticeships it offers.
- Explain the careers and progression routes that these opportunities may lead to.
- Help students understand what learning or training with the provider is like.

- Include meaningful two way interaction and an opportunity for students to ask questions.

- Include suitable preparation before the encounter and an opportunity for students to reflect afterwards.

- Be accessible and appropriate for the age and needs of the students.

Encounters may take place in person or through a suitable combination of in person and live virtual activity. Recorded information may support an encounter but will not normally be used as a substitute for meaningful interaction with a provider.

Managing provider access requests

Procedure

Providers wishing to request access should contact:

Careers Leader	Giffele Scott
Telephone	01256 473003
Email	g.scott@vyne.hants.sch.uk

Requests should be made as early as possible and normally at least six weeks before the proposed activity. A request should include:

- The provider's name and contact details.

- The proposed year group or groups.

- Preferred dates, times and delivery format.

- The qualifications, apprenticeships or progression routes to be covered.

- The intended learning outcomes and planned opportunities for student interaction.

- Any room, equipment, accessibility or safeguarding requirements.

Grounds for granting or refusing access

The Careers Leader will consider each request fairly and in line with the school's statutory duties. Access is more likely to be granted when the proposed activity:

- Supports the school's careers programme or statutory provider encounters.

- Is relevant, age appropriate and likely to be meaningful for the students involved.

- Provides impartial, accurate and up to date information.

- Can be accommodated safely within the school timetable, premises and staffing arrangements.

- Meets safeguarding, equality and accessibility expectations.

A request may be refused or an alternative date may be offered where there is insufficient notice, the timing cannot be accommodated, the activity would unnecessarily duplicate existing provision without adding value, the content is not appropriate or impartial, or safeguarding, accessibility or operational requirements cannot be met. Access will not be withheld unreasonably and will not be refused because a provider offers a route that competes with an academic or other local option. Where a request cannot be accommodated, the school will explain the reason and, where possible, suggest an alternative opportunity.

Access opportunities

The school provides access through its annual careers programme. Because activity depends on provider availability, the exact dates, terms and formats vary from year to year. The table below explains how opportunities are scheduled without fixing dates that may quickly become inaccurate.

Area	Arrangements
Statutory encounters	The four encounters for Years 8 to 11 will be arranged within the statutory windows set out above. Exact dates and terms may change each year and depend on provider availability, the school timetable and the needs of the relevant year group.
Additional provider and employer activity	Further encounters may be arranged throughout the academic year through the published careers programme. Specific post 16 talks and workshops are recorded in that programme and are not repeated in this policy statement.
New access requests	Requests may be considered throughout the academic year. Providers should give as much notice as possible and normally at least six weeks so that suitable arrangements can be agreed.

<u>Examples of previous employer engagement</u>

Examples of employers and organisations that have previously worked with students in school include the British Army, Fujitsu and the NHS. These examples are illustrative and do not guarantee that the same organisations or activities will be available in future years. Where appropriate, employer encounters may also include information about apprenticeships, technical routes and entry pathways.

What providers can expect once a request has been accepted

Once a request has been accepted, the Careers Leader will work with a nominated provider contact to agree the arrangements. This will normally include:

The date, time, year group and delivery format.

- The purpose, intended learning outcomes and content.

- How students will be prepared and how they will be able to ask questions.
- Accessibility arrangements and any reasonable adjustments.
- The room, equipment, supervision and safeguarding arrangements.
- The procedure for arrival, visitor identification and any materials to be provided.

The school will confirm the agreed arrangements in advance. Providers should notify the Careers Leader promptly if anything changes.

Equality, inclusion and SEND

Access to provider information will be promoted equitably. Statutory encounters will be available to all students in the relevant year groups and will not be restricted to students who have already expressed an interest in a particular route. The school will work with providers to make reasonable adjustments, provide accessible information and offer any additional support needed by students with special educational needs and disabilities, disadvantaged students, vulnerable students or students who face other barriers to participation. The Careers Leader will work with the SENCO, pastoral staff and other relevant colleagues to ensure that encounters are appropriate and inclusive.

Facilities

The school will make suitable premises available according to the nature of the activity. These may include the school hall, community hall, classrooms, computer rooms or private meeting rooms. Audio visual equipment and other resources may be made available by prior agreement. Providers may leave approved prospectuses, course information or electronic resources in the school library or careers area for students to access. All arrangements will be agreed with the Careers Leader or an appropriate member of staff.

Safeguarding, conduct and data protection

All providers and visitors must follow the school's safeguarding, child protection, visitor, behaviour, equality and data protection procedures. The school will verify visitors' identity and determine the appropriate level of supervision for the activity. In line with statutory guidance, a Disclosure and Barring Service check will not normally be required for a one off supervised visit. Providers must not collect students' personal information or contact students directly unless this has been agreed in advance and the necessary consent and data protection arrangements are in place.

Complaints and concerns

Any concern about provider access should first be raised with the Careers Leader. A formal complaint will be handled through the school's Complaints Policy. If a complaint remains unresolved after the school's procedure has been completed, it may be raised with the Department for Education in line with current statutory guidance. Providers seeking advice or

support, or wishing to register a concern about compliance with provider access legislation, may contact the local Careers Hub or The Careers and Enterprise Company at provideraccess@careersandenterprise.co.uk This support route does not replace the school's Complaints Policy. Ofsted considers the quality of impartial careers guidance and meaningful engagement with education and training providers when evaluating the personal development and wellbeing of students.

Monitoring and review

The Careers Leader is responsible for overseeing provider access and maintaining records of statutory encounters, including the date, provider, year group, attendance, content and student feedback or reflection. The impact and inclusivity of encounters will be reviewed as part of the evaluation of the careers programme.

This policy statement will be published on the school website. It will be reviewed every November by the Careers Leader and then submitted to the governing board for approval. The governing board considers approval as a whole. The policy may be reviewed sooner if legislation, statutory guidance or the school's provision changes.

Related policies and procedures

This policy should be read alongside the following school documents:

- Safeguarding policy
- Child Protection policy
- Careers Policy
- Monitoring