

Ormiston Academies Trust

Ormiston Kensington Queensmill Academy

Provider access policy statement (PAL)

Access for colleges, training providers, universal technical colleges, universities, and all other post-16 providers, including technical, vocational, and academic routes and apprenticeships.

Policy version control

Policy type	Statutory, OAT mandatory template
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	Government strategy and statutory guidance.
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1. Introduction

- 1.1. Ormiston Kensington Queensmill Academy is committed to supporting our students to make informed decisions about their future pathways. We act impartially, in line with our statutory duties, to ensure that we promote a full range of pathways and can consider them when making decisions about their next steps, aiming to reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment, or training).
- 1.2. This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purposes 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 legal duty known as the 'Baker Clause', 2018 and the Skills and Post-16 Education Act 2022.
- 1.3. The quality and impact of careers provision at Ormiston Kensington Queensmill Academy is monitored by the Career Leader, our Senior Leadership Team, the National Lead Practitioner Enrichment Careers and OAT, based on current good practice guidelines by the Department for Education. Access and opportunity to engage with technical, vocational, and training providers will form part of this process.
- 1.4. Links with other policies. This policy supports and is underpinned by key school policies, including those for Careers, Child protection, Equality and diversity, and SEND.
- 1.5. Equality and Diversity. Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. Ormiston Kensington Queensmill Academy is committed to encouraging all students to make decisions about their future based on impartial guidance.

2. Pupil entitlement

2.1. Meaningful provider encounters

- 2.1.1. One encounter is defined as one meeting/sessions between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the Making it meaningful checklist. [Making it Meaningful: Benchmark 7 | CEC Resource Directory \(careersandenterprise.co.uk\)](https://careersandenterprise.co.uk/making-it-meaningful-benchmark-7-cec-resource-directory)
- 2.1.2. As part of our careers programme, we will consider requests from various educational providers, and invite them to the Careers fair to speak to our students. Ormiston Kensington Queensmill Academy will also approach these providers directly when planning and organising key career related events throughout the school year, such as school assemblies, webinars within the curriculum, including live events, careers management events and parents' evenings.

2.2. Pupil entitlement

- 2.2.1. The Baker Clause is legally enforceable, and our academy is committed to meeting its requirements. All pupils in years 8 to 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 options events, assemblies and group discussions and taster events
- To understand how to make applications for the full range of academic and technical courses

2.2.2 Minimum frequency and key stage

2.2.3. All pupils are entitled access to post-16 providers on a **minimum of two occasions** during each of the first, second and third key phases of their education.

2.2.4. In line with the updated Provider Access Legislation, **from January 2023**, all schools must provide a **minimum of six encounters** for all students with post 16 providers, as above. This is broken down into key phases.

2.2.5. We define the phases as:

- **First key phase:** the period beginning at the same time as the school year in which the majority of pupils in the pupils' class attain the age of 13 and ending with 28 February in the following school year (Year 8 and between 1 September and 28 February during Year 9)
- **Second key phase:** the period beginning at the same time as the school year in which the majority of pupils in the pupils' class attain the age of 15 and ending with 28 February in the following school year (Year 10 and between 1 September and 28 February during Year 11) and
- **Third key phase:** the period beginning at the same time as the school year in which the majority of pupils in the pupils' class attain the age of 17 and ending with 28 February in the following school year (Year 12 and between 1 September and 28 February during Year 13)

2.2.6. For pupils of compulsory school age these encounters are **mandatory** for all to attend and there will be a minimum of two encounters for **year 8 to 9** pupils and two encounters for **year 10 to 11** pupils. For pupils in **year 12 to 13**, particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.

2.2.7 Content of the provider encounters

2.2.7. We ensure that each registered pupil meets with a representative range of education and training providers to whom access is given and that the providers will provide the following set of prescribed information, as a minimum:

- Information about the provider and the approved technical education qualifications or apprenticeships that the provider offers;
 - Information about the careers to which those technical education qualifications or apprenticeships might lead;
 - A description of what the learning or training with the provider is like; (including the opportunity to meet staff and students from the provider) and
 - Responses to questions from the pupils (including our most vulnerable and those with additional learning needs) about the provider or technical education qualifications and apprenticeships.
- 2.2.8. Where practical, our registered students will have access to a university technical college
- 2.2.9. Ormiston Kensington Queensmill Academy defines an encounter as at least 1 hour during the academic day.
- 2.2.10. Parental involvement is encouraged, and parents may be invited to attend events to meet with providers.

3. Management of provider access requests

3.1. Procedure

- 3.1.1. A provider wishing to request access should contact Jorge Hernando Garijo, Assistant Head. All requests made by providers should be emailed at least 6 weeks in advance of the expected date of the session.
- Telephone: 0203 745 7044 Email: jorgehernando@okqma.co.uk
- 3.1.2. The academy will then work with providers to identify the most effective opportunity for them to share information about education and training opportunities. The Careers Leader will prepare for each provider visit by notifying students and their parents to consult the provider website for background information, including details of the courses and qualifications that the provider offers and their Ofsted grade.
- 3.1.3. Please complete this table and copy into an email to the Careers Leader (or create a link to a document)

Name of the provider requesting access & details of provision	<i>e.g., Lakeside College, Further Education College, and Apprenticeship provider for 16–18-year-old students</i>
Contact name at Provider and contact details	Name and Job title: Email address: Telephone number
Proposed date, time, and length of session	

Number of staff who propose to visit	All visitors will be subject to our safeguarding policy. A DBS check will not be required. <u>OKQA-Child-Protection-and-Safeguarding-from-Sep-2025.pdf</u>
Aims and objectives of session including year group	<i>e.g., Year 10 assembly Post 16 Options including entry requirements, courses available, labour market information & sectors relating to courses, positive destinations on completion of courses.</i>
Please demonstrate which Gatsby Benchmarks relate to the session and how (link to information re Gatsby Benchmarks <u>Good Career Guidance Education Gatsby</u>)	<i>e.g., BM1 After reading Careers Programme support to further enhance this BM4 linking GCSE subjects to career related learning and future progression routes BM7 Provide a meaningful encounter of further education</i>
Proposed format, timings and duration of the session including facilities and equipment required	<i>e.g., One hour assembly, theatre, or main hall to accommodate year group. PowerPoint presentation including videos. Questions and answers session for students. Literature to be taken away following assembly.</i>
Support required from Ormiston Kensington Queensmill Academy, including staffing	To enable the academy to provide appropriate supervision.

3.2. Opportunities for access

- 3.2.1. A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents. The academy will make provider visits available to all students in the relevant year group.
- 3.2.2. The Careers Leader will ensure that the level of access will be for a 'reasonable period of time during the standard school day.' The Academy Day runs from 8.45am until 3pm
- 3.2.3. The academy offers a comprehensive careers education programme. The academy is committed to working with other providers to ensure our pupils can make informed decisions about future choices. Where possible, we like to align visits with our programmed calendar of CEIAG (see below). Please speak to our named Careers Leader to identify the most suitable opportunity for you.
- 3.2.4. Once your request has been submitted, the Academy Careers Leader will respond to you within 10 working days. All requests will be given due consideration by the designated Careers Leader and Senior Leadership Team.

3.2.5. Once the request has been granted, we will ask you for a range of information to share with our pupils and parents before the session. This may include a prospectus, letter, or presentation.

3.2.6. This should include:

- Details of the opportunities you offer including technical education, courses, and entry requirements.
- What is the learning like in your institution?
- How do you prepare students for their best next step on successful completion of your course/training?
- Provide examples of linking courses with careers relating to the labour market and recent positive destinations of pupils who have completed their learning with you.

3.2.7. Requests will be considered against:

- Clashes with other planned activities or visits
- Interruption to preparation for public or internal examinations
- Availability of school staff, space, and resources to host the session
- All requests will also be considered in line with the academy's Safeguarding policy. For questions on this policy statement or the wider careers programme at Ormiston Kensington Queensmill Academy please do not hesitate to contact us.
- Ormiston Kensington Queensmill Academy will keep a log of all provider requests for access and the outcomes and record on Compass+ to support delivery and evaluation of the careers programme.

	Autumn Term	Spring Term	Summer Term
Key Stage 3	Exploring a variety of career options through interactive activities, such as role-play and job shadowing. Developing social and communication skills through group work and mock job interviews. Learning about the skills and qualifications needed	Exploring a variety of career options through interactive activities, such as role-play and job shadowing. Developing social and communication skills through group work and mock job interviews. Learning about the skills and qualifications needed for	Exploring a variety of career options through interactive activities, such as role-play and job shadowing. Developing social and communication skills through group work and mock job interviews. Learning about the skills and qualifications needed for

	for different jobs Participating in in-house work experience placements to gain practical experience and skills. Exposure to different businesses through workshops and talks Overall, the goal of a career education programme for autistic students in KS3 is to help them build a foundation for success in the workforce and make informed decisions about their future careers.	different jobs Participating in in-house work experience placements to gain practical experience and skills. Exposure to different businesses through workshops and talks Overall, the goal of a career education programme for autistic students in KS3 is to help them build a foundation for success in the workforce and make informed decisions about their future careers.	different jobs Participating in in-house work experience placements to gain practical experience and skills. Exposure to different businesses through workshops and talks Overall, the goal of a career education programme for autistic students in KS3 is to help them build a foundation for success in the workforce and make informed decisions about their future careers.
Key Stage 4	Work experience: We help our students to secure work experience placements in local businesses, giving them the chance to gain valuable hands-on experience and build their skills and confidence. o School based work experiences – all students across KS4 and KS5 will access work experience either through a specific role in the school or through a skills workshop o Community based work experience: Those students who are able to cope out in the public will be offered work experience out in the community through a local business Exposure to different businesses through workshops and talks	Work experience: We help our students to secure work experience placements in local businesses, giving them the chance to gain valuable hands-on experience and build their skills and confidence. o School based work experiences – all students across KS4 and KS5 will access work experience either through a specific role in the school or through a skills workshop o Community based work experience: Those students who are able to cope out in the public will be offered work experience out in the community through a local business Exposure to different businesses through workshops and talks Further education: From year 10, students will be invited to attend an on-site FE/College fair	Work experience: We help our students to secure work experience placements in local businesses, giving them the chance to gain valuable hands-on experience and build their skills and confidence. o School based work experiences – all students across KS4 and KS5 will access work experience either through a specific role in the school or through a skills workshop o Community based work experience: Those students who are able to cope out in the public will be offered work experience out in the community through a local business Exposure to different businesses through workshops and talks Further education: From year 10, students will be invited to

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Key Stage 5	Mentorship: We work with local businesses and community organisations to provide our students with the opportunity to work with mentors who can provide guidance and support as they navigate their career journey. Exposure to different businesses through workshops and talks School based work experiences – all students across KS4 and KS5 will access work experience either through a specific role in the school or through a skills workshop Community based work experience: Those students who are able to cope out in the public will be offered a work experience out in the community through a local business Further education: From year 10, students will be invited to attend an on-site FE/College fair where they can meet with and learn about their next steps and future pathways. Colleges will also be invited to speak to students during planned assemblies.	Mentorship: We work with local businesses and community organisations to provide our students with the opportunity to work with mentors who can provide guidance and support as they navigate their career journey. Exposure to different businesses through workshops and talks School based work experiences – all students across KS4 and KS5 will access work experience either through a specific role in the school or through a skills workshop Community based work experience: Those students who are able to cope out in the public will be offered a work experience out in the community through a local business Further education: From year 10, students will be invited to attend an on-site FE/College fair where they can meet with and learn about their next steps and future pathways. Colleges will also be invited to speak to students during planned assemblies. From KS5, students will attend organised visits to	Mentorship: We work with local businesses and community organisations to provide our students with the opportunity to work with mentors who can provide guidance and support as they navigate their career journey. Exposure to different businesses through workshops and talks School based work experiences – all students across KS4 and KS5 will access work experience either through a specific role in the school or through a skills workshop Community based work experience: Those students who are able to cope out in the public will be offered a work experience out in the community through a local business Further education: From year 10, students will be invited to attend an on-site FE/College fair where they can meet with and learn about their next steps and future pathways. Colleges will also be invited to speak to students during planned assemblies. From KS5, students will attend organised

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3.2.8. The academy policies on safeguarding and visitors sets out the school's approach to allowing providers into school as visitors to talk to our students. These can be found on the school website.

3.2.9. In previous terms/years we have invited the following providers from the local area to speak to our pupils:

- Project Search – West Middlesex Hospital/Chelsea & Westminster Hospital
- Transport For London
- Royal Trinity Hospice retail shop

3.3. Previous pupil destinations

3.3.1. Last year our Year 14 pupils moved to a range of providers after school:

- City of Westminster College – 60%
- Queensmill College – 30%
- Harrow College (Spring House) – 10%

4. Premises and facilities

- 4.1. The school will make the training room, sports hall or dining hall available for discussions between the provider and students, as appropriate to the activity. The school will also make available projectors and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leaders or a member of the academy team.
- 4.2. Meaningful online engagement is also an option, and we are open to providers that are able to provide online engagement with our pupils. Technology checks in advance will be required to ensure compatibility of systems.
- 4.3. Providers are welcome to leave or send a copy of their prospectus or other relevant course literature to the academy Careers Leader, who will ensure that this is placed in the appropriate careers area of the academy. This area is available to all students.

- 4.4. If a provider wishes to raise a complaint with regards to provider access, this should in the first instance be directed to:

Name:	Jorge Hernando Garijo	Role: Assistant Head
Telephone:	0203 745 7044	Email: Jorge.hernando@okqma.co.uk