



TRUST IN LEARNING (ACADEMIES)

PROVIDER ACCESS (SECONDARY)

Approval Date: July 2025	Version: 01	Review: annual
Approval By: School Development Team	Lead: Director of School Improvement	Review date: April 2026
As part of the review process, this policy/procedure has been subject to an Equality Impact Assessment.		

History of Policy Changes:

Date	Page	Change	Reason for Change
July 25		New policy	New over-arching policy for the Trust



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1 Statement of Intent

This document outlines the intent behind the Provider Access arrangements within Trust in Learning Academies (TiLA). The policy is designed to inspire and empower pupils through a structured and equitable approach to careers education and guidance, ensuring all learners are informed about the full range of academic and vocational pathways available to them.

Provider access is a key element in creating enriching experiences that build ambition, curiosity, and future readiness. TiLA places a strong emphasis on supporting pupils who experience disadvantage or have additional needs, removing barriers to opportunity and broadening their horizons. Our overarching aim is to develop informed, responsible, and confident young people who are well-prepared for the next stage in education, employment, or training.

The policy is underpinned by the following principles:

- **Intentional:** Provider access opportunities are planned in alignment with curriculum and careers programmes to ensure pupils receive timely, relevant, and impactful guidance
- **Inspirational:** Encounters with a range of education and training providers aim to raise aspirations, helping pupils to see a future where they can thrive
- **Empowering:** We provide pupils with the information, support, and access needed to make informed choices and take ownership of their next steps
- **Transformational:** High-quality engagement with providers contributes to transforming life chances, particularly for those facing disadvantage, by opening up diverse and meaningful career pathways

2 Values and Principles

This Trust Policy is set out with the following principles at its core:

Trust in Learning Academies is a family of schools each with a distinctive identity, collaborating to strengthen and support each other. We deliver high quality education with evidence-informed approaches to teaching, learning and the curriculum. Inclusion is at the heart of all we do. We actively listen to the voices of our pupils, staff and communities. Every school makes deliberate choices to be sustainable and globally focused.

The Trust vision is to:

- Inspire pupils to trust in learning and achieve their full potential

- To empower pupils to have confidence in their successes to make a positive contribution to the world
- To remove barriers to learning and help transform the lives of our pupils

Any data collected, stored or managed as a result of this policy is in accordance with UK and any relevant retained or assimilated EU law, and in line with the Trust's ethos and values.

This Policy has been framed in accordance with the guidance on best practice from the Department for Education (DfE).

3 Objectives and Scope

This policy aligns with statutory requirements and national guidance to ensure pupils receive access to high-quality, impartial information about future education and training options. It adheres to relevant legislation, including:

- Education Act 1997 (Baker Clause)
- Education and Skills Act 2008
- Equality Act 2010
- SEND Code of Practice 2015

It also reflects guidance from the Department for Education (DfE), such as *Careers guidance and access for education and training providers* and *Keeping Children Safe in Education (KCSIE)*.

The specific objectives of this policy are to:

1. **Ensure Equitable Access:** Provide all pupils with access to a wide range of providers offering academic, technical, and vocational routes
2. **Promote Informed Choices:** Ensure pupils, parents, and carers are well-informed about post-16 and post-18 options
3. **Support Aspirations:** Raise awareness of diverse career pathways and help pupils identify goals that match their interests and strengths
4. **Address Disadvantage and SEND Needs:** Prioritise opportunities for those experiencing disadvantage or with SEND to access tailored, inclusive guidance
5. **Foster Provider Collaboration:** Establish clear protocols for external providers to engage with pupils in a safe and structured way

This policy is implemented alongside other Trust policies, including the Careers Education, Information, Advice and Guidance (CEIAG) Policy, Safeguarding and Child Protection Policy, and the SEND Policy.

4 Responsibilities and Accountabilities

4.1 Responsibilities of the Trust central team

- To ensure that the policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- To ensure the policy is well communicated to all Headteachers
- To ensure that the policy is regularly reviewed

4.2 Responsibilities of the Headteacher

- To ensure the implementation of and compliance with current policy and procedures at school level
- To monitor systems, resources, impact and actions related to the policy
- To ensure the policy is well communicated and staff understand their role in its implementation
- To handle any complaints at school level which arise through this policy

4.3 Responsibilities of school leadership

- To ensure staff are inducted into the procedures surrounding this policy and any updates
- To provide training to ensure policy compliance
- To hold sessions for parents and pupils as required, to ensure the policy is understood

4.4 Responsibilities of all staff

- To uphold the whole school approach to the policy through modelling expected standards and utilising appropriate procedures
- To keep up to date with policy changes over time
- To promote a collaborative and inclusive ethos where all pupils can thrive
- To feed back to school leaders where concerns may arise in the implementation of the policy

4.5 Responsibilities of parents

- To support the implementation of the policy with the child, as appropriate
- Where a parent has feedback on the implementation of the policy, to raise this directly with the school while continuing to work in partnership with the school

4.6 Responsibilities of pupils

- To uphold school rules and expectations and thereby comply with the implementation of the policy
- To feed back on the implementation of the policy through appropriate means, such as school council, to school staff

5 Provider Access and Student Entitlement

5.1 Student entitlement

Students in Years 7-9 are entitled to:

- a range of lessons and tutor time sessions that cover topics that impact on the student's future plans; including raising future ambitions, potential career opportunities and developing personal skills and qualities
- at least two mandatory encounters with a provider of technical education or apprenticeships between the start of Year 8, and the end of Term 3 in Year 9

Students in Years 9-11 are entitled to:

- find out about technical education 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
- hear from a range of local providers and employers about the opportunities they offer, including technical education and apprenticeships – through careers sessions, options evening, assemblies, group discussions and taster events
- understand how to make applications for the full range of academic and technical courses
- a week-long experience in a workplace through our Work Experience programme in Year 10
- at least two mandatory encounters with a provider of technical education or apprenticeships between the start of Year 10, and the end of Term 3 in Year 11

This entitlement is delivered through both the curriculum and extracurricular events integrated into the school's careers programme, in alignment with statutory guidance and the Baker Clause.

5.2 Management of Provider Access Requests

Careers provision in the Trust includes various opportunities for students to access a broad range of events, including:

- Curriculum-integrated opportunities for engagement with external providers
- One-off events such as college open days or apprenticeship fairs
- Provider-led workshops or presentations

These opportunities are carefully planned and timetabled throughout the year, and coordinated by the **Careers Lead** in conjunction with relevant Heads of Year. We welcome contributions from external education and training providers.

Students may also be invited to attend external events during the school day. In such cases, arrangements are made by the school for appropriate supervision and transport, where required.

5.3 Role of the Careers Lead

Our schools employ a qualified **Careers Lead**, who plays a pivotal role in:

- Meeting with all Year 11 students at least once to support post-school planning
- Providing targeted support to students identified as at risk of becoming NEET (Not in Education, Employment, or Training)
- Providing support for all, and an enhanced transition for SEND pupils to move smoothly onto post-16 destinations
- Assisting with applications for college courses, apprenticeships, or technical pathways
- Informing students about the range of opportunities available via external providers

Repeat appointments and ongoing guidance are offered where needed, ensuring all students are equipped to make informed decisions about their futures.

A provider wishing to request access should contact **add**, School Careers Lead.

Telephone: **add**

Email: **add**

5.4 Granting and Refusing Access

Opportunities for providers to speak with students and/or parents are primarily offered through the structured careers programme. Access may be granted if the following conditions are met:

- The information and guidance relate specifically to **technical education or apprenticeship opportunities**
- Requests align with suitable events already planned for relevant year groups
- Requests are submitted in advance to allow integration into the school calendar

Note: The school calendar is reviewed annually, and availability will vary. Providers should contact the **Careers Lead** early in the academic year to express interest and explore appropriate opportunities.

5.5 Safeguarding

All external providers must adhere to Trust in Learning's safeguarding procedures, which are outlined in our Safeguarding and Child Protection Policy. This includes:

- Identity and DBS checks for all visiting personnel
- Adherence to supervision requirements when working with students
- The need for schools to have clear protocols to conduct due diligence of safeguarding during Work Experience placements

5.6 Premises and Facilities

Trust in Learning is committed to facilitating visits from providers and its schools will work collaboratively to ensure the following:

- **Rooms and equipment** appropriate to the size and format of the session will be made available
- **Printed materials** related to technical education and apprenticeships can be distributed to students and made accessible via the Careers section of the Library
- **Resources and equipment** brought in by the provider to showcase courses or experiences can be accommodated, with prior arrangement

Appendix

Opportunities for access (filled out at school level)

Planned events

	Autumn term	Spring term	Summer term
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			