

Amplify Education

Provider Access Policy

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As part of the review process, this policy/procedure has been subject to an Equality Impact Assessment.

Date	Page	Change	Purpose of Change
June 2026		New Amplify Policy	Aligning policies from previous trusts

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1. Statement of Intent

This policy statement sets out the school's arrangements for managing the access of providers to 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 and 45A of the Education Act 1997.

2. Values, Principles and Standards

Amplify is **a bold voice for Bristol** - speaking with ambition and channelling the city's spirit into a shared journey of belief, opportunity and citizenship. We **build belief** in every young person, shaping a future where every voice matters, every story is heard, and every learner moves forward with confidence.

We **expand opportunities** and nurture potential to enrich each learner's journey with a passport of inclusive, academic, creative and musical experiences.

We **strengthen citizenship** through connecting communities, educating to build unity and pride. This is Bristol, represented.

3. Objectives and Scope

3.1 The key objective of this policy is to establish parameters for a range of education and training providers to access pupils, in order to:

- develop the knowledge and awareness of pupils of all career pathways available to them, including technical qualifications and apprenticeships;
- support pupils to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options;
- reduce numbers leaving an education or training programme before completion (that is, 'drops out') and avoid the risk of young people becoming NEET (not in education, employment or training).

The term 'careers guidance' covers the full range of activity delivered under the 8 Gatsby Benchmarks as follows:

1. A stable career programmes
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers

5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

3.2 This policy has due regard to legislation and statutory guidance, including but not limited to, the following:

- Education Act 1997
- School Information (England) Regulations 2008
- Equality Act 2010
- Education Act 2011
- SEND Code of Practice 2015
- Skills and Post-16 Education Act 2022
- Careers Guidance and Access for Education and Training Providers 2015, updated 2026
- DfE Keeping Children Safe in Education (KCSIE) 2025

3.3 This policy will be implemented in conjunction with the following Trust policies:

- Equality Information and Objectives Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy
- Data Protection 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 their 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

4.7 Responsibilities of strategic careers leader

- To ensure independent careers guidance is provided to all pupils on roll, in accordance with statutory guidance, by a qualified careers adviser
- To ensure range of provider access is impartial, showing no bias or favouritism towards a particular institution, education or work option; includes information on the range of education or training options, including apprenticeships and technical education routes; considers the best interests of the students to whom it is given
- To tailor careers guidance to the needs of each pupil, paying particular attention to any additional or different support that may be needed by vulnerable or disadvantaged young people, or those with SEND
- To ensure targeted support is provided for pupils identified as at risk of becoming NEET (not in education, employment or training)
- To engage with parents and carers when planning provider access opportunities, sharing information with them about the range of opportunities available via external providers, and recognising the role families play in career decision-making
- To track destinations of learners

- To keep the careers representative on the governing body apprised of annual planning for careers guidance and provider access opportunities.

5. Provider Access Requirements

5.1 Number of encounters

In schools, learners in Years 8 to 13 must receive, as a minimum:

- 2 encounters that are mandatory for all pupils to attend that take place any time during Year 8 or between 1 September and 28 February during Year 9
- 2 encounters that are mandatory for all pupils to attend that take place any time during Year 10 or between 1 September and 28 February during Year 11
- 2 encounters that are mandatory for the school to put on, but optional for pupils to attend, to take place any time during Year 12 or between 1 September and 28 February during Year 13

These 6 meetings are timed to inform consideration of post-14, post-16 and post-18 options and progression to the next stage of education or training.

Schools should encourage all pupils to attend the encounters. However, optional attendance for older pupils recognises that, while many 16- to 18-year-olds will benefit from finding out more about post-18 technical options, some will already have made a firm decision to pursue their chosen pathway.

All 6 encounters must happen for a reasonable period of time during the standard school day. Provider encounters that take place outside of school hours, for example parents evenings, do not count towards fulfilment of the legal requirement for 6 provider encounters.

Schools and providers should work together. Schools should ask each provider to inform pupils about:

- the provider
- the approved technical education qualifications or apprenticeships that the provider offers
- the careers those technical education qualifications or apprenticeships might lead to
- what learning or training with the provider is like
- Current and future labour market information to support informed decision-making

Providers should also answer questions from pupils.

5.2 Meaningful encounters

One encounter is defined as one meeting/session between pupils and one provider.

Encounters can be delivered in person, or through a combination of in person and virtual encounters. Virtual encounters can increase access to a wider range of training providers and employers, particularly where there are geographical or time constraints on visiting in person. Virtual encounters can also aid preparation for the modern workplace, which often involves remote work and virtual communication

Schools have flexibility to decide which providers to invite, but particularly consider those within reasonable travelling distance of the school, including, where available:

- sixth forms or sixth form colleges
- universities
- FE colleges
- studio schools
- institutions that are offering technical education, such as T Levels or other vocational qualifications
- apprenticeship providers which can be found on the register of apprenticeship training providers

There is flexibility for schools to arrange encounters with the same provider across the year phases, however within the same phase (e.g. Year 8 to Year 9), schools must always provide meaningful encounters with 2 different providers to meet the legal requirement.

Secondary schools will include on their website:

- details of their careers programme demonstrating how 6 statutory encounters are met
- the name and contact details of their careers leader
- how the school is meeting requirements and expectations set out in the 8 Gatsby Benchmarks
- a summary of pupil destinations

5.3 Procedural Requirements to request access

All providers are welcome to contact each school directly to discuss how they would like to support and contribute to careers provision. Several events integrated into the school careers programme offer providers an opportunity to come into school to speak to pupils and/or their parents/carers including:

- Assemblies
- Employer/Employee Talks

- Mock Interviews
- Mentoring
- Post-16 Options
- Careers Days

Details of the programme can be found on the school website, or by contacting the School Careers Leader or Careers Advisor.

Other opportunities may be granted on request in line with student availability and the school calendar.

Contact should be made as far in advance as possible and at least a minimum of two calendar months ahead of any dates that a school is being asked to consider.

Schools should not require a DBS check for a visitor who is in the school for a one-off visit, however Headteachers should agree the appropriate level of supervision for the duration of the visit.

5.4 Grounds for granting or refusing requests

Schools are committed to facilitating visits from providers wherever possible. Grounds for accepting or refusing requests may include:

- If the request can be incorporated into plans already in place to support pupils, such as careers assemblies
- Any disruption that may be caused to curriculum, examinations or examination preparations as a result of a visit
- If the request is suitable for the targeted cohort of pupils
- Any existing activities, trips or visits
- The amount of access a provider has already had to the cohort of pupils, and whether this provides balance and impartiality
- Staff availability
- Appropriate facilities being available

Where a visiting provider asks to bring a key employer with them on a provider visit, legislation requires that schools should consider such requests and consent cannot be withheld unreasonably.

Where a request cannot be accommodated, the school will set out the reasons for this decision.

If the request is deemed suitable but not practical due to timing, the school will work with the provider to identify the next opportunity to accommodate the request.

5.5 Premises or facilities available

Schools will make the following available:

- Rooms appropriate to the size and format of the session, such as assembly hall, classrooms or meeting rooms
- Equipment - AV and other specialist equipment to support provider presentations

Facilities must be discussed and agreed in advance with the school link person (e.g. careers lead or Head of Year 11).

Providers are welcome to leave a copy of their prospectus or other relevant literature which will be made available to students either in the Library or through the Careers Office.

5.6 Times of Access

Provider Access encounters are preferred during the standard school day to enable access for the full cohort of pupils. Provider encounters that take place outside of school hours, for example evening careers fairs, are complementary experiences for pupils and their parents.

Pupils may 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.

6. Equality and Safeguarding Considerations

6.1 Pupil entitlement

All pupils are entitled to:

- Learn about the full range of academic, technical and vocational pathways available at each transition point
- Hear directly from a range of education, training and apprenticeship providers
- Receive information that is independent, impartial and in their best interests.
- Understand how to apply for different pathways and progression routes

6.2 Equality considerations

All provider access opportunities are intended to deliver:

- **fair and equal access** to information about education and training providers. This includes taking practical steps to remove barriers so that pupils are not excluded from provider engagement opportunities. Schools should carefully consider if they restrict invitations or hold events outside of normal school hours, that fair and equal access is ensured.
- **independent and impartial advice** when considering different providers and pathways. This is to ensure that pupils are able to make informed and confident decisions, based on a clear understanding of the full range of options available to them.

- a **broad and inclusive** range of education and training pathways. Stereotypes and assumptions that may limit pupils' aspirations or awareness of opportunities should be actively challenged by school staff, including addressing misconceptions and barriers linked to background, protected characteristics or prior experience. This is to ensure that all pupils can engage with a full range of providers and maintain high levels of ambition. Particular attention should be given to vulnerable and disadvantaged pupils, those with SEND, looked after and previously looked after children, and those who are persistently absent, ensuring equal access to information.

6.3 Pupils in alternative provision

Schools should work in partnership with alternative provision settings to ensure that pupils who remain on a school's roll receive timely, appropriate and accessible information, tailored where necessary to meet individual needs, in line with statutory requirements.

6.4 Pupils with SEND

Schools and colleges should consider what additional or different support learners with SEND may need to prepare well for these encounters, so they know what to expect and what is expected of them, match them carefully to each employer and provide any special support the learner may need to benefit fully from the experience.

6.5 Safeguarding

All external providers must adhere to Amplify Education's safeguarding procedures, which are outlined in our Safeguarding and Child Protection Policy.

7. Feedback and Complaints

Schools will invite regular feedback on provider access from stakeholders, including the providers themselves which should feed into the evaluation of the careers programme, to ensure it meets the needs of pupils.

Any complaints regarding provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

8. Monitoring and Review

This policy will be reviewed annually.