



BHES

“Provider Access Policy Statement”

Note: in this policy reference to governing body or governors refers to the management committee and its members.

Where contextually appropriate for school read service.

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1. Aims

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

- Procedures in relation to requests 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 students in years 8 to 13 for the purposes of informing 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 outlined in section 42B of the [Education Act 1997](#).

This policy shows how BHES complies with these requirements.

3. Student entitlement

All students in years 8 to 13 at BHES 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, e.g. through activities and events
- Understand how to make applications for the full range of academic and technical courses
- If dual registered, liaise with their on-roll school and access information and opportunities given to those attending fulltime.

4. Management of provider access requests

4.1 Procedure

A provider wishing to request access should contact Gwen Bennion, Assistant Headteacher

Telephone: 0117 3772377

Email: gwen.bennion@bristol-schools.uk

4.2 Opportunities for access

All dual registered students have access to their on-roll schools' career programme if they wish.

1:1 students are supported via their lead tutor when accessing training and education providers opportunities.


Classes students have access to the PSHE jigsaw curriculum and inclusion workers to support them when accessing training and education providers.

Speakers are invited in to BHES during year 10 & 11 to support students with their options.

All BHES students have the opportunity to speak to training and education providers either face to face or virtually.

Jigsaw Curriculum

Module - Dreams and Goals

	THE BIG QUESTION	AREAS COVERED
YEAR 7	Can my choices affect my dreams and goals?	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, knives, exploitation, emergency first aid
YEAR 8	Can the choices I make now influence my future?	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues
YEAR 9	Who do I dream of becoming?	Personal strengths, health goals, SMART planning, the world of work, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression
YEAR 10	Is success only possible when physical and emotional needs are in balance?	Impact of physical health in reaching goals, relationships and reaching goals, resilience, work/life balance, connections and impact on mental health, balanced diet, vital organs, blood donation, benefits of helping others, online profile and impact on future goals and employability
YEAR 11-13	Can I rely on myself to achieve my goals or do I need luck or destiny?	Anxiety, solution focused thinking, sleep, relaxation, Aspiration on; career, finances, budgeting, borrowing, relationships, Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, employment, education and training options, long-term relationship dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong

4.3 Granting and refusing access

Access to students will be granted or refused on a case by case basis. If access is refused a record will be kept along with the reason why.

4.4 Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this policy.

4.5 Premises and facilities

The following will need to be previously agreed with a member of SLT:

- The facilities will be available to enable providers to access students, e.g. rooms, specialist equipment such as audio and visual devices
- Whether the provider can leave prospectuses or other material for students to read
- Your COVID-19 safety measures – access will be online using agreed secure virtual platform if circumstances change

5. Links to other policies

Safeguarding/child protection policy

Careers guidance policy

Curriculum policy

6. Monitoring arrangements

The school's arrangements for managing the access of education and training providers to students are monitored by Gwen Bennion, Assistant Headteacher

This policy will be reviewed by Gwen Bennion, Assistant Headteacher, annually.

At every review, the policy will be approved by the governing board.