



Policy/Procedure Name:	Independent Training Provider Access Policy - Careers		
Policy/Procedure Number:	SMT014		
Date of Approval:	January 2025		
Effective Date:	September 2024		
Revised Date:	January 2026		
Review by Date:	January 2027		
Policy/Procedure Author:	Careers Lead		
Policy/Procedure Owner:	Principal/CEO		
Management Committee Approved By:	SMT		
Governor /Trustee Committee Approved By (where appropriate):	The careers leader should review the policy statement annually and agree it with the governing body. <u>Statutory Guidance May 2025</u>		
For Action By:	Careers Lead, Teachers, SPCs		
For Information to:	All staff, students and Parents/Carers		
Approval requested to upload on the Treloar Website:	Yes <input checked="" type="checkbox"/> (tick if requested)		
Who is carrying out EIA? (see details of EIA in appendix)	Head of Quality	Date of EIA?	23/1/25

1. Policy/ Procedure Aim

This policy statement sets out Treloar's arrangements for managing the access of providers to the school for the purpose of giving students information about the independent training provider's education or training offer. This complies with our legal obligations under The Department of Education, July 2021: "Baker Clause" and the Provider Access Legislation, January 2023.

2. Student Entitlement

All students in years 8 to 13 are entitled:

- to find out about technical education qualifications and supported apprenticeships opportunities (if appropriate for our cohort of students) 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, national providers about the opportunities they offer, including technical education and supported apprenticeship, supported internship – through school events, assemblies and group discussions, transition meetings, Future Fest and taster events;
- to understand how to make applications for the full range of academic and technical courses

For students of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for students during the 'first key phase' (year 8 to 9) and two encounters for students during the 'second key phase' (year 10 to 11). For students in the 'third key phase' (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 students to attend

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and supported apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and students from the provider)
- answer questions from students.

3. Meaningful provider encounters

One encounter is defined as one meeting/session between students and one provider. We are committed to providing meaningful encounters to all students using the Making it meaningful checklist. Making it Meaningful: Benchmark 7 | CEC Resource Directory (careersandenterprise.co.uk)

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our students. Any online engagement would be reviewed in advance to ensure that it meets similar safety and welfare standards to those that would be expected of visitors on-site.

4. 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 appropriate to their individual needs. Treloar School is committed to encouraging all students to make decisions about their future based on impartial information.

5. Management of provider access requests

5.1 Procedure

An independent training provider wishing to request access should contact Erin Wills, Level 7 qualified Careers Lead, 01420 547400, erin.wills@treloar.org.uk

5.2 Opportunities for access

The school offers the six provider encounters required by law and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to students or their parents or carers.

Please speak to our Careers Lead or your Student Progress Co-ordinator to identify the most suitable opportunity for you.

5.3 Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Lead or a member of Student Progress and Transition team.

Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our students. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of staff who will facilitate.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Room, which is managed by the Careers Leader.

5.4 Parents and Carers

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

5.6 Complaints

Any complaints with regards to provider access can be raised following the Treloar's complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

6. Implications of Policy/Procedure

6.1 Training Requirements

- Not applicable

6.2 Communication Requirements

- How will the Policy/procedure be communicated?
 - SharePoint
- Who will ensure the above communication is carried out?
 - Careers Lead, Head of Progress and Transition
- Do the changes made to this policy/procedure affect any other policies/procedures?
 - None

6.3 Inclusive communications

If you require this document in an alternative format, such as large print, audio description or a colour background, please contact quality@treloar.org.uk

7. Monitoring and Review

- This policy will be reviewed on an annual basis by the Careers Lead and Head of Progress and Transition

8. Links to other related policies, procedures or documents (internal)

- SMT009 Careers Guidance School and College

9. Revision History

Listed below is a brief audit trail, detailing amendments made to this policy procedure in last 4 years

Date	Page/para No.	Brief description of the change(s)	Change made by
7 th January 2026		No material change. Changed from pupils to students throughout the document	Careers Lead

IMPORTANT NOTES:

It is essential for those with designated responsibilities to familiarise themselves with the sources of information, referred to above.

Policy documents describe mandatory minimum standards and will be subject to audit and review. Line managers are required to ensure suitable and sufficient arrangements are in place to meet policy requirements, including the provision of information and instruction to staff.

Appendix 1 - Previous providers

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

- Treloar 6th Form
- Treloar College
- HSDC College
- National Star College
- Solent University
- Winchester University
- University for the Creative Arts
- Princes Trust
- Hampshire Careers Hub

ASK Apprenticeship Programme

Destinations of our students:

Last year our year 11 students moved to range of providers in the various local areas after school:

- Treloar 6th Form
- Treloar College
- HSDC College
- National Star

Equality Impact Assessment (EIA) - Stage 1

Name of Policy / Function/Decision	Provider Access Policy - Careers				
Name of Assessor / Author /Lead	Jo Cox				
Start Date	23/1/25				
This EIA is being undertaken because it is:	<ul style="list-style-type: none"> • A result of a policy revision 				
Screening					
<p>Does the policy affect employees, students or other stakeholder groups? Could the impact be significant to that group of people?</p>					
<p>Is it a major policy with a significant effect on how our core business is delivered?</p>					
<p>Does it involve a significant commitment of resources?</p>					
<p>Does it relate to an area where there are known inequalities (e.g. gender pay gap, hate crime, accessibility of IT)</p>					
<p>If the answer to any of these questions is 'YES' then continue to complete Equality impact assessment. If you are unsure about the answer to any of these questions please contact EDI Co-ordinator or Head of Quality for further support.</p>					
<p>Has the screening identified the policy as having relevance to the any of the following groups?</p>					
Age	N	Disability	N	Sexual Orientation	N
Race	N	Sex/Gender	N	Religion or Belief	N
Gender Reassignment	N	Pregnancy or Maternity	N	Marriage or civil partnership	N
<p>Have we shown due regard for the 9 protected characteristics within the policy/procedure/decision?</p>				Yes ü No o	
<p>Are all opportunities to promote equality taken within the policy/procedure/decision?</p>				Yes ü No o	
<p>Have we stated how we will monitor the implementation and impact of this policy/decision?</p>				Yes o No o	
<p>Date of Screening</p>				23/1/25	
<p>Approval by EDI</p>				Jo Cox	
<p>Refer Policy/Procedure to EDI Co-ordinator for further Stage 2 Assessment (if required)</p>				Yes o No ü	