



Policy/Procedure Name:	Independent Training Provider Access Policy - Careers		
Policy/Procedure Number:	SMT014		
Date of Approval:	January 2025		
Effective Date:	September 2024		
Revised Date:	September 2026		
Review by Date:	September 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.		
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 ☐ (tick if requested)		
Who is carrying out EIA? (see details of EIA in appendix)	EDI Co-ordinator	Date of EIA?	9/9/26

1. Policy/ Procedure Aim

Treloar's is committed to providing all students with access to high-quality, impartial careers education, information, advice and guidance that supports them to make informed decisions about their futures and prepares them for adulthood.

This policy sets out the arrangements for managing access by education, training, employment and other progression providers to students for the purpose of informing them about the range of opportunities available after they leave school.

As a national specialist school and college for young people with physical disabilities, complex health needs and associated learning and communication needs, Treloar's recognises that students' aspirations, strengths, interests and support needs are diverse.

We believe that all students should be empowered to make informed choices about their future and have access to information about the full range of progression opportunities available to them.

Positive destinations may include:

- Further Education.
- Higher Education.
- Specialist Colleges.
- Apprenticeships and Supported Apprenticeships.
- Supported Internships.
- Supported Employment.
- Open Employment.
- Volunteering opportunities.
- Community participation programmes.
- Day opportunities and lifelong learning provision.
- Adult social care provision.
- Supported living arrangements.
- Residential placements.

- Continuing healthcare and nursing provision.

Treloar's values all positive destinations equally and is committed to supporting every student to achieve meaningful outcomes that reflect their individual aspirations, abilities and support needs.

2. Statutory Requirements

This policy is written in accordance with:

- Section 42B of the Education Act 1997.
- The Baker Clause.
- The Provider Access Legislation (PAL).
- Careers Guidance and Access for Education and Training Providers: Statutory Guidance (May 2025).
- The SEND Code of Practice (2015).
- The Equality Act 2010.

The Baker Clause places a legal duty on schools to provide students with opportunities to learn about approved technical education qualifications and apprenticeship opportunities through encounters with education and training providers.

Treloar's fully supports the intention of the Baker Clause by ensuring students have access to a broad range of providers and progression pathways appropriate to their aspirations, needs and future destinations.

In addition to technical education and apprenticeship pathways, Treloar's recognises the importance of providing information about specialist education, supported internships, supported employment, adult social care provision, day opportunities, supported living arrangements and healthcare-supported pathways where these are relevant to an individual's future plans.

This policy supports the delivery of:

- Gatsby Benchmarks 2.0.
- Preparation for Adulthood outcomes.
- Treloar's Careers Strategy.
- Statutory provider access requirements.

3. Student Entitlement

All students in Years 7 to 13 are entitled to:

- A planned programme of careers education.
- Access to impartial careers information, advice and guidance.
- Information about the full range of education, training and progression pathways.
- Opportunities to meet a variety of providers.
- Support to understand different post-school options.
- Information presented in accessible and appropriate formats.
- Opportunities to ask questions and engage directly with providers.

Students will have opportunities to hear from and engage with:

- Further Education providers.
- Higher Education providers.
- Specialist education providers.
- Apprenticeship providers.
- Supported Internship providers.
- Employers.
- Supported Employment services.
- Community organisations.
- Voluntary sector organisations.
- Adult social care providers where appropriate.
- Former Students and Alumni.
- Other organisations supporting positive Preparation for Adulthood outcomes.

Treloar's will ensure that provider encounters are designed to be accessible, meaningful and appropriate to students' individual communication, learning, physical and medical needs.

4. Provider Access Requirements

In accordance with the Provider Access Legislation, students will be offered opportunities to engage with approved providers of technical education qualifications and apprenticeships.

The school will provide a minimum of:

First Key Phase (Years 7–9)

At least two encounters for students during this phase.

Second Key Phase (Years 10–11)

At least two encounters for students during this phase.

Third Key Phase (Years 12–13)

Opportunities for students to access provider encounters that support planning and decision-making regarding their next steps.

Provider encounters may take place through:

- Careers lessons.
- Assemblies.
- Workshops.
- Transition events.
- Careers fairs.
- Future Fest.
- Employer encounters.
- Parent and carer events.
- Group sessions.
- Individual meetings.
- Online engagement activities.
- Specialist in transition activities.

Providers will be given a reasonable amount of time to:

- Explain their organisation and offer.
- Discuss progression routes.

- Outline available support arrangements.
- Share experiences of learners or employees.
- Answer questions from students.
- Provide information about application processes and entry requirements.

5. Meaningful provider encounters

Treloar's is committed to delivering meaningful encounters in line with Gatsby Benchmark 7.

Meaningful encounters should:

- Have a clear purpose and intended outcomes.
- Be planned and evaluated.
- Enable direct interaction with providers.
- Increase students' understanding of future opportunities.
- Support informed decision-making.
- Be relevant to students' needs and aspirations.

Encounters may include:

- Provider presentations.
- College and university visits.
- Specialist college visits.
- Employer talks.
- Workplace visits.
- Supported Internship presentations.
- Supported Employment providers.
- Community organisations.
- Adult service providers.
- Online encounters.
- Parent and carer information sessions.

Where necessary, encounters will be adapted through:

- Communication support.
- Assistive technology.
- Alternative formats.
- Smaller group activities.
- Individual sessions.
- Additional staff support.
- Accessibility arrangements.

6. Individualised Transition Planning

Treloar's recognises that a standard programme of careers education and provider encounters may not be the most appropriate approach for every student.

For some students, future planning is more appropriately focused on broader Preparation for Adulthood outcomes, including:

- Independence.
- Community participation.
- Health and wellbeing.
- Lifelong learning.
- Care and support arrangements.
- Social inclusion.
- Quality of life.

In these circumstances, provider encounters and transition activities will be personalised to ensure they are meaningful, relevant, and proportionate to the individual's needs, aspirations, and future goals.

Students may therefore be supported to explore:

- Specialist post-16 and post-19 provision.
- Day opportunities.
- Adult social care services.
- Supported living options.
- Residential provision.
- Community-based programmes.
- Lifelong learning opportunities.

- Continuing healthcare services.
- Nursing provision.
- Volunteering and community participation opportunities.

Decisions regarding appropriate provider access and progression opportunities will be informed by:

- The students' views, wishes, and aspirations.
- Education, Health and Care Plan outcomes.
- Preparation for Adulthood goals.
- Contributions from parents and carers.
- Advice from education, health and care professionals.
- Individual needs and circumstances.

Treloar's remains committed to ensuring that every student is supported to prepare for adulthood and access information relevant to their future pathway.

7. Equality, Diversity and Inclusion

Treloar's is committed to promoting equality of opportunity, inclusion and high aspirations for all students.

We believe that disability, health needs, or additional support requirements should never limit ambition or access to information about future opportunities.

Providers visiting Treloar's will be expected to:

- Promote inclusive opportunities.
- Demonstrate awareness of accessibility requirements.
- Explain available support and reasonable adjustments.
- Use accessible materials where possible.
- Present positive and aspirational role models.
- Support informed and ambitious decision-making.

All provider encounters will be planned to ensure equitable access for all students.

8. Management of provider access requests

8.1 Contact Details

Providers wishing to request access should contact:

Maria Sherwood and Julie Lowe

Careers Leads

Treloar School and College

01420 547400

8.2 Opportunities for access

Treloar's offers a range of provider engagement opportunities throughout the academic year.

Requests for access will be considered in relation to:

- Students need.
- Relevance to progression pathways.
- Careers programme planning.
- Accessibility requirements.
- Safeguarding considerations.
- Availability within the school calendar.

Priority may be given to providers whose services support the identified aspirations and destination pathways of Treloar students.

8.3 Premises, Facilities and Safeguarding

Treloar's will make suitable facilities available for provider encounters, including classrooms, meeting spaces, halls and online platforms where appropriate.

Providers will be expected to:

- Comply with safeguarding requirements.
- Adhere to visitor procedures.
- Follow health and safety arrangements.
- Respect confidentiality requirements.
- Ensure information is suitable for the intended audience.

All provider encounters will be supervised by an appropriate member of staff.

Providers may leave prospectuses, brochures, and other relevant information for students, parents, and carers. Wherever possible, information should be available in accessible formats.

8.4 Parents and Carers

Treloar's recognises the significant role that parents and carers play in supporting future planning and career decision-making.

Parents and carers will be encouraged to participate in:

- Careers events.
- Provider presentations.
- Transition events.
- Annual Reviews.
- EHCP Reviews.
- Preparation for Adulthood discussions.
- Information evenings and workshops.

Where appropriate, planning discussions may also include:

- Social care professionals.
- Therapists.
- Healthcare professionals.
- Transition workers.
- Adult service providers.
- Advocates.
- Other relevant agencies.

8.5 Complaints

Any complaints relating to provider access should initially be raised with the Careers Lead.

Complaints will be managed in accordance with the Treloar's Complaints Policy.

Where concerns relate specifically to Provider Access Legislation, providers may also contact:

The Careers & Enterprise Company

provideraccess@careersandenterprise.co.uk

9. 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

10. Monitoring and Review

This policy will be reviewed annually by the Careers Lead and Head of Progress and Transition.

The review will consider:

- Compliance with the Baker Clause.
- Compliance with Provider Access Legislation.
- Updates to statutory careers guidance.
- Gatsby Benchmarks 2.0.

- Student, parent and provider feedback.
- Destination outcomes.

This policy forms part of the wider Treloar's Careers Strategy and supports the organisation's commitment to ambitious, person-centred Preparation for Adulthood outcomes for all students.

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

- SMT009 Careers Guidance School and College

12. 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
September 2026		Complete rewrite of Policy	Julie Lowe – new 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.

Signed by the Link Governor for Careers	
Date	18/09/2026

Appendix 1 – Examples of Providers and Progression Routes

Providers may include:

- Treloar College.
- Further Education Colleges.
- Specialist Colleges.
- Universities.
- Apprenticeship providers.
- Supported Internship providers.
- Employers.
- Supported Employment providers.
- Community organisations.
- Adult social care providers.
- Supported living providers.
- Health and care providers.

Typical progression routes may include:

- Further Education.
- Higher Education.
- Specialist College provision.
- Apprenticeships.
- Supported Internships.
- Supported Employment.
- Open Employment.
- Volunteering.
- Community participation programmes.
- Day opportunities.
- Supported living arrangements.
- Adult social care provision.

- Continuing healthcare provision.
- Nursing-supported environments.
- Lifelong learning opportunities.

Equality Impact Assessment (EIA) - Stage 1

Name of Policy / Function/Decision	Provider Access Policy - Careers				
Name of Assessor / Author /Lead	Lorna Woodcroft				
Start Date	9/9/26				
This EIA is being undertaken because it is:	A result of a policy revision				
Screening					
Does the policy affect employees, students or other stakeholder groups? Could the impact be significant to that group of people?					N
Is it a major policy with a significant effect on how our core business is delivered?					N
Does it involve a significant commitment of resources?					N
Does it relate to an area where there are known inequalities (e.g. gender pay gap, hate crime, accessibility of IT)					N
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.					
Has the screening identified the policy as having relevance to the any of the following groups?					
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
Have we shown due regard for the 9 protected characteristics within the policy/procedure/decision?				Yes ü No o	
Are all opportunities to promote equality taken within the policy/procedure/decision?				Yes ü No o	
Have we stated how we will monitor the implementation and impact of this policy/decision?				Yes o No o	
Date of Screening				23/1/25	
Approval by EDI				Jo Cox	
Refer Policy/Procedure to EDI Co-ordinator for further Stage 2 Assessment (if required)				Yes o No ü	