# Educational and Employment Provider Access Policy

1. **Purpose:**
   This policy aims to set out our school's/college's arrangements for managing the access of careers education and training providers to pupils/learners for the purpose of giving them information about potential training, career and further education opportunities offered by the providers.

   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. **The Statutory guidance:**
   This policy refers to the following legislation:
   - Section 42A, 42B, 45 and 45A of the Education Act 1997.
   - Section 72 of the Education Skills Act 2008
   - Schedule 4 (15) of the School Information (England) Regulations 2008

3. **Policy statement:**
   This policy statement sets out the school's/college's statutory arrangements for managing the access of providers to pupils/learners at the settings for the purposes of giving them high quality careers education and guidance in preparation for adulthood, an understanding of the opportunities available to them and to support transition into the wider community.

   It is important that the information that is shared with our pupils/learners is accessible through means appropriate to their special educational needs, which shall be decided in consultation with each individual's Educational Health and Care Plan.

4. **Key principles**
   a. **Definitions**
   A provider in this policy includes any persons suitably qualified or equipped person able to discuss, T Levels, apprenticeships, traineeships, supported internships, technical and vocational qualifications, applied qualifications and higher technical skills courses with autistic pupils/learners.

   Visiting providers are likely to include include Further Education Colleges, Studio Schools, University Technical Colleges, Institutes of Technology and a range of providers of apprenticeships and technical options, including Independent Training Providers (ITPs).

   b. **Student Entitlement:**
   Each school/college will support the requirement for pupils/learners to have direct access to to other providers of further education training, technical training and apprenticeships.

   The school/college will comply with the new legal requirement to enable up to six encounters with providers of approved technical education qualifications or apprenticeships where appropriate and meaningful for the learner/pupil's educational level.

   This shall be achieved in line with each school/college's individual Employment and Enterprise Strategy and 'Learner Journey' programme.

| Policy Owner | Director of Education and Care | Review Date: | March 2027 |
|---|---|---|---|
| Policy No. | 134 | Version No. | 1.0 |

**c. Management of provider access requests procedure**
A provider wishing to request access should contact Ambitious about Autism Employability Lead, info@ambitiousaboutautism.org.uk

**d. Opportunities for access**
There are a number of events, integrated into our Employment and Enterprise Strategy and 'Learner Journey' programme across the school/college e.g. National Careers Week, educational trips and visits. The strategy and programme offer providers an opportunity to come into school and college settings to speak to pupils/learners and/or their parents/carers. There are procedures outlined in our school/college Visitors Policy and Risk Assessment Policy for allowing visitors to the school/college.

**e. Safeguarding**
Our adult and child safeguarding protection policy outlines the school/college's procedure for checking the identity and suitability of visitors. Education and training providers will be expected to adhere to this policy. Please speak to the Employability Lead to identify the most suitable opportunity for you.

**f. Premises and facilities**
The school/college will discuss and agree in advance with providers the appropriate activities and resources required to support the visit. This is likely to include access to meeting spaces, required computer equipment, communication aids and other specialist equipment to support provider presentations.

**5. Roles and Responsibilities**
The Head of School/College has strategic oversight over the Ambitious about Autism's and Ambitious about Autism Schools Trust's career strategy and framework. They will work with the settings staff to ensure visits by education and training providers are managed appropriately and are in accordance with the careers programme for each setting.

**a. Staff**
Staff will ensure that all visitors adhere to the visitors policy to ensure safeguarding procedures are met.

They will ensure that visitors are aware of individual pupils educational and communication needs to ensure that all participants are able to access well.

Staff will ensure that the hosts, pupils and staff are well prepared, supported and have timetabled access.

**b. Governors/Trustees**
The Governing Body monitors pupil/learner progress and their transitions to ensure each pupil/learner is being provided the best opportunities from their setting and to make sure arrangements are in place to allow a range of education and training providers to have access to all pupils/learners.

The Governing Body has a statutory duty to ensure that the necessary provision is made for the safeguarding, protection, health and safety of our pupils/learners. The governors oversee the school's/college's provision and report annually on these areas.

**c. Managers/ELT/SMT**
Members of the Senior Leadership Team (SLT) are responsible for the day-to-day management of all aspects of the school's/college's work including ensuring the safeguarding, protection, health and safety of our pupils/learners. They share responsibility with the Governing Body for developing and implementing the policy and procedure for educational provider access, events and activities. They work closely with the class teachers and keep the governing body informed of this area of the school's/college's development through the termly report to governors.

### d. Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) takes lead responsibility for child/adult protection and wider safeguarding arrangements.

The Director of Education and Care is the Organisation Lead and has overall responsibility for safeguarding. In the absence of the Director of Education and Care, the role will be delegated to another trained member of the Executive Leadership Team.

During term time, the DSL will be available during school/college hours for staff to discuss any safeguarding concerns. See Appendix 1 for a full chart of DSL and Deputy DSL.

When the DSL is absent, the Head of School/College will act as cover for their services. If the DSL and Head of School/College are not available, the Director of Education and Care will act as cover (for example, during out-of-hours/out-of-term activities).

The DSL will also keep the Organisational Lead informed of any issues and liaise with Local Authority case managers and designated officers for child/adult protection concerns as appropriate. The Organisational Lead in turn will brief and keep updated the Chief Executive and/or Chair of Trustees as appropriate.

## 6. Other Key Policies

This policy should be read alongside the following other policies, which can be found on the Ambitious about Autism and Ambitious about Autism Schools Trust website, or requested:

- Adult at Risk Safeguarding Policy and Procedure
- Child Protection Safeguarding Policy and Procedure
- Risk Assessment Policy
- School/College Visitors Policy
- SEND Policy
- Teaching, Learning, Assessment and Curriculum Policy
- Employment and Enterprise Strategy

## 7. Monitoring Arrangements

This policy shall be reviewed by the Director of Education and Care and approved by the Education and Care Committee on an annual basis.

**Appendix 1: Designated Safeguarding Leads**

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|---|---|---|---|
| **Organisational Lead** | | | |
| Sam Newton | Director of Education and Care | 020 8158 0410 | snewton@ambitiousaboutautism.org.uk |
| **Wider Charity Services** | | | |
| Peter Walker | Head of Safeguarding and Education Compliance / DSL | 07850 915715 | pwalker@ambitiousaboutautism.org.uk |
| Emma Allix | Deputy Designated Safeguarding Lead | 0208 142 9546 | eallix@ambitiousaboutautism.org.uk |
| **TreeHouse School** | | | |
| Charlotte Spencer | Designated Safeguarding Lead | 020 8078 0842 | cspencer@treehouseschool.org.uk |
| Joanna Dziopa | Deputy Designated Safeguarding Lead | 020 8078 0939 | jdziopa@treehouseschool.org.uk |
| **The Rise School** | | | |
| Rajvinder Kaura | Designated Safeguarding Lead | 020 8142 5570 | rajvinder.kaura@theriseschool.com |
| Karen Oliver | Deputy Designated Safeguarding Lead | 020 8142 3850 | Karen.Oliver@theriseschool.com |
| **Spring School** | | | |
| Laura Greenshields | Designated Safeguarding Lead | 020 8815 5150 | lgreenshields@springschool.org.uk |
| Sue Bisset | Deputy Designated Safeguarding Lead | 020 8815 5155 | sbisset@springschool.org.uk |
| **Ambitious College (incl. supported internships)** | | | |
| Elizabeth Robinson | Designated Safeguarding Lead | 020 8142 4281 | erobinson@ambitiouscollege.org.uk |
| Nicola Hawkins | Deputy Designated Safeguarding Lead | 020 8158 0379 | nhawkins@ambitiouscollege.org.uk |
| **St. John's College (incl. supported internships)** | | | |
| Deja Pygott | Designated Safeguarding Lead | 01273 244076 | deja.pygott@st-johns.co.uk |
| Sue Jenkins | Deputy Designated Safeguarding Lead | 01273 244001 | sue.jenkins@st-johns.co.uk |