

# **Ravenswood School Provider Access Policy**

## **Introduction**

High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work, including routes to jobs and careers they might find engaging rewarding. It supports them in acquiring the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprentices rises each year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18, including wider technical education options such as T-Levels and Higher Technical Qualifications, where this is appropriate.

## **Commitment**

Ravenswood School is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved Technical Education Qualifications and apprenticeships. Ravenswood School is fully aware of the responsibility to set students on a path that will secure the best outcome that will enable them to progress in education and work, and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any particular route, be that academic or technical.

Ravenswood School endeavours to ensure that all students (where this is appropriate) are aware of all routes to higher skills, and are able to access information on technical options and apprenticeships (The Department of Education, Careers and Guidance Education and the Provider Access Legislation, May 2025).

## **Aims**

This policy statement aims to set out our school'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

## **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 – 13, for the purpose of informing them about approved technical education, qualifications or apprenticeships.

Schools must provide a minimum of six encounters with technical education and training providers to all pupils in Year 8 – 13 (for more detail, see below).

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 in the [Education Act 1997](#), the [Skills and Post-16 Act 2022](#) and, on pg. 43 of guidance from the Department of Education (DfE) on [Careers Guidance and Access for Education and Training Providers](#).

This policy shows how our school complies with these requirements.

### **The six encounters all schools must provide:**

Schools must offer the following:

- Two encounters for pupils during the ‘first key phase’ (Year 8 or 9)
  - All pupils must attend
  - Encounters can take place anytime during Year 8, and between 1 September and 28 February during Year 9.
- Two encounters for pupils during the ‘second key phase’ (Year 10 or 11)
  - All pupils must attend
  - Encounters can take place anytime during Year 10, and between 1 September and 28 February during Year 11.
- Two encounters for pupils during the ‘third key phase’ (Year 12 or 13)
  - Pupils can choose to attend
  - Encounters can take place anytime during Year 12, and between 1 September and 28 February in Year 13.

These encounters must happen for a reasonable period of time during the standard school day. Schools can continue to provide complementary experiences, but encounters outside of school hours won't count towards these requirements.

There 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 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 pupils from the provider);
- Answer questions from the pupils.

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils. Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement to our pupils.

### **Student entitlement**

All students in Years 7 – 14 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 - through activities and events such as options events, assemblies, group discussions and taster events.
- Understand how to make applications for the full range of academic and technical courses.

A provider wishing to request access should contact the Careers Leaders Holly Atkins or Deputy Headteacher, Katie Barnes

Telephone: 01275 854134

E-mail: [hatkins@ravenswoodonline.org.uk](mailto:hatkins@ravenswoodonline.org.uk); [kbarnes@ravenswoodonline.org.uk](mailto:kbarnes@ravenswoodonline.org.uk)

Opportunities for access. The school offers the six provider encounters required by law alongside a number of additional events, integrated into the school Careers programme. We will offer providers an opportunity to come into school to speak to pupils, or their parents/carers. Please speak to our Careers Leaders to identify the most suitable opportunity for you. A number of events are integrated into the school careers programme and will offer providers an opportunity to come into school to speak to pupils and/or their parents linked to different sector areas. See appendix 1 for more details. Whilst there are some set planned employer encounters we welcome a range of employers to come and see what our pupils have to offer to help raise all pupil's aspirations of the workplace and what they can achieve. These can be embedded into weekly careers lessons or assemblies throughout the school year.

Please speak to the designated contact to identify the most suitable opportunity for you.

The school policy on safeguarding <http://www.ravenswoodschool.org.uk/school-organisation/school-policies.html> sets out the school's approach to allowing providers into school as visitors to talk to our students. Meetings can take place in person or virtually.

### **Premises and facilities**

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available computer and audio equipment and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the designated contact.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Office within the Post 16 department. The Careers Office is available to all students at lunch and break times. History of document

Issue No.	Author	Date Reviewed	Approved by Governors	Comments
1.	School	January 2018	Pupil Committee 24.01.18	
2.	School	July 2019	Pupil Committee 03.07.19	
3.	School	January 2020	Pupil Committee 29.01.2020	
4.	School	January 2021	Pupil Committee 27.01.2021	
5.	School	January 2022	Pupil Committee Jan 22	Removal of remote learning due to Covid but introduced possibility of virtual meetings
6.	KB	January 2023	Pupil Committee 25.01.23	Updated CIAG lead details
7.	School	Jan 2024	24.01.24	
	KB	Jan 2024		Major changes due to Provider access legislation introduction
	KB	Jan 2026		Removal of bakers clause, replaced by PAL. Updated the appendix with more details about when we find out about different sectors.

Linked documents  
CIAG Policy 2026

**Careers page on the school website**

<https://www.ravenswoodschool.org.uk/teaching-and-learning/careers-education.html>

**Work experience page on the school website**

<https://www.ravenswoodschool.org.uk/teaching-and-learning/work-experience.html>

**Gatsby Benchmarks [Careers guidance and access for education and training providers - GOV.UK](#)**

## Appendix 1

Careers at Ravenswood School	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS/ KS1	Pupils learn about different job roles through role play based activities- they will explore a range of work places such as the post office, shops and hospitals. They will begin to learn about people who help us in school, home and the community and their job roles.					
KS2	Pupils have weekly careers lessons where they will identify what their dreams are for the future (careers, jobs, independence skills). Pupils will have opportunities throughout the year to work towards getting at least one step closer towards these dreams. <b>Pupils have at least 1 workplace/ employer encounter each year.</b>					
KS3	Students will learn about job roles and careers related to their class topic for each term and personalized towards pupils' individual dreams. This will include role play, learning job-based skills and meeting people who work in a variety of roles.					
KS3 Year A	Finding out about jobs in the catering industry and completing simple catering related tasks.	Finding out about what it means to be an inventor and what an engineer does.	Learning about jobs within the creative industries such as being an artist. Meet an <b>apprenticeship/ internship provider</b>	Finding out about jobs in animal care, including an <b>employer encounter</b> with someone in animal care.	Finding out about social enterprise. Including a <b>workplace visit/ employer encounter</b> for social enterprise project.	Learning about roles within the media and entertainment industries.

KS3 Year B	Learning about jobs using computers.	Learning about what a textile designer does and how they create designs.	Finding about the support available to live independently. Meet an <b>apprenticeship/ internship provider</b>	Finding out about people who keep us safe around water.	Students will learn how to start a small business and participate in a mini enterprise project. Include an <b>employer encounter</b>	Finding out about jobs within the school.
KS3 Year C	What do You Tubers, Bloggers and influencers do?	Finding out about job roles on construction and engineering. Include a <b>technical education /apprenticeship provider</b> encounter	Finding out about jobs within the armed forces and the life of a soldier.	Discovering jobs within the animation industry and completing basic animation related tasks.	Setting up and running a mini enterprise project. Include an <b>employer encounter</b>	Discovering what a parliament is and the roles of the people who work there.

Year 10	Learning about different roles within the school setting and what they do.	Learning about different roles within an outside organisation linked to labour market information.	<p>Exploring different types of workplaces e.g. offices, warehouses, home working (<b>workplace visit/ employer encounter</b>)</p> <p>Learn about different types of employment-full/part time</p> <p>Employed</p> <p>Self employed</p> <p>freelance</p>	<p>Workplace challenge/ work experience (internal roles)</p> <p>Pupils to follow a brief set by an employer to develop or design something.</p> <p>Identifying the skills used and relate to career pathway</p> <p>Receive feedback on their work</p> <p>Use this experience to inform future decision making and to attend a mock interview.</p>	<p>Exploring different routes to employment-meet/ visit</p> <ul style="list-style-type: none"> <li>- <b>P16 provision</b></li> <li>- <b>College</b></li> <li>- <b>Apprenticeship provider</b></li> <li>- <b>Technical education provider</b></li> </ul>
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Year 11	Self-assessments workplace skills  (skills builder universal framework)  SC- what am I good at	Identify and researching jobs linked to their passions, interests and skills- linking subject areas to career choices.  SC- what do I enjoy and why	Identifying and learning more about growth sectors in the local area  <b>Attend National Apprenticeship roadshow</b>  SC- sensory exploration of current growth sectors.	<b>Work experience</b> via work place visits  SC- <b>Work experience</b> challenge/ activities (Internal)	Mock applications and interviews  Comparing their experienced and evaluating the impact on their career aspirations and career readiness.  SC- creating poster of their likes/ dislikes for work/ living environment.	Describe work stye- identify their ideal work environment and give examples of what would/ wouldn't suit.  <b>SC- day care centre visit/ meet.</b>
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In year 11 Formal students will spend Friday mornings learning about and **experiencing what college** is like, They will also engage in **workplace visits/ employer encounters** through a sector study each term e.g. hospitality, retail, education, building/ trades, hair and beauty. Through these they will gain valuable experience around which sector they think they are most interested in.

### Post 16 Year A

Careers (HA)	F- self-awareness, skills for employment.	F- Routes into work <b>including visits/ talks from them about</b>  - <b>College (Weston and Bristol)</b> - <b>Apprenticeships</b>	F- discovering and visiting different types of workplaces and employment  <b>WEX</b> and problem solving at work	F- Workplace challenge in the community- individually working towards an employer brief	F- Review of knowledge, skills and behaviours for the workplace based on
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	<p>Exploring passions and interests</p> <p>Addressing stereotypes, and diverse role models.</p> <p>SC- what are my skills, passions and interests? Practising workplace skills eg. Following instructions.</p>	<ul style="list-style-type: none"> <li>- <b>Internships</b></li> <li>- <b>-University (if appropriate)</b></li> </ul> <p>College/ apprenticeship applications</p> <p>SC- Routes into work as appropriate (college/ apprenticeships)</p> <p>Keeping safe at work/ community daycare.</p>	<p>SC- Exploring different types of day activities- jobs, day centre, volunteering, hobbies</p> <p><b>WEX</b> and asking for help</p> <p>Designing their ideal week</p> <p>SC- different types of workplaces e.g. post office, kitchen, shop.</p> <p><b>Workplace visits</b></p> <p><b>WEX</b> and problem solving</p>	<p>towards an intended goal.</p> <p>SC- workplace challenge internal e.g. preparing for an event- group working towards an employer brief/ intended goal.</p> <p><b>(employer encounter)</b></p>	<p>their experiences so far.</p> <p>Mock Job application and interview</p> <p>SC- Review of Knowledge, skills and behaviours</p> <p>Role models and aspirations</p>
<p>Employability Pathways</p> <p>(pathways options to vary depending on pupil's interests)</p>	<p><b>Portfolio</b></p> <p>Researching employment options and entry to the field.</p>	<p><b>Portfolio</b></p> <p>Practising skills and understanding H+S required for the field.</p>	<p>Working with others</p> <p><b>Portfolio</b></p> <p>Applying skills to workplace environment/ role play situations.</p>	<p>Planning and reviewing learning</p> <p><b>Portfolio</b></p>	<p><b>Portfolio</b></p> <p>Extended work placements/ enterprise situations.</p>

				Employer encounters/ workplace visits	
Hobbies Pathway	SC- Linked to pupil's interests pupil learn about a different hobby each term, learning to develop their skills within that hobby area and working towards personal targets.				
<b>Post 16 Year B</b>					
Careers (HA)	<p>F- Exploring job Opportunities</p> <p>SC- sensory exploration of different job sectors.</p> <p><b>(Include at least one employer encounter)</b></p>	<p>F- Labour market information/ local growth sectors</p> <p>Learning through <b>WEX</b> and how to problem solve.</p> <p>SC- different types of workplaces e.g. post office, kitchen, shop.</p> <p><b>Workplace visits</b></p> <p><b>WEX</b> and problem solving</p>	<p>F- Workplace challenge- remote working following employer brief, reflection</p> <p>SC- workplace challenge- attending a virtual meeting following employer brief, reflection</p>	<p>F-Review of careers journey, writing CV, mock assessment centre</p> <p>SC- celebration- when I leave school I want to..</p> <p>Mock interview assessment tasks</p>	

Employability Pathway 2- F	Portfolio  Researching employment options and entry to the field.	Portfolio  Practising skills and understanding H+S required for the field.	Communicating with others at work  Portfolio  Applying skills to workplace environment/ role play situations.	Planning and reviewing learning  Portfolio  Employer encounters/ workplace visits	Portfolio  Extended work placements/ enterprise situations.
Hobbies Pathway	SC- Linked to pupil's interests pupil learn about a different hobby each term, learning to develop their skills within that hobby area and working towards personal targets.				

