



**Federation of
Westminster Special Schools
& Bi-Borough Inclusion Service**

**FEDERATION
PROVIDER ACCESS POLICY
2023-2024**

**Approved by Full Governing Board: December 2023
Next review Pupils & Learning Committee: December 2024**

Employability Plan 2023/2024

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1. Aims

The Federation warmly welcomes the visits from education and training providers and potential employers to our children and young people (CYP) for the purpose of giving them information about their offer. This policy statement aims to set out The Federation's arrangements for managing the access of education and training providers to children and young people (CYP) 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
- The way each school in The Federation makes access opportunities relevant and meaningful to its CYP, given their different designations and the differing categories of need of their CYP.

2. Statutory requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access CYP in years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must provide a minimum of 6 encounters with technical education or training providers to all CYP in years 8 to 13 (see more detail in section 2.1 below).

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these CYP.

This is outlined in section 42B of the [Education Act 1997](#), the [Skills and Post-16 Act 2022](#) and on page 43 of guidance from the Department for Education (DfE) on [careers guidance and access for education and training providers](#).

This policy shows how our schools comply with these requirements.

2.1 The 6 encounters schools must offer to all CYP in years 8 to 13

Schools must offer:

- 2 encounters for CYP during the 'first key phase' (year 8 or 9)
 - All pupils must attend
 - Encounters can take place any time during year 8, and between 1 September and 28 February during year 9

- 2 encounters for CYP during the 'second key phase' (year 10 or 11)
 - All CYP must attend
 - Encounters can take place any time during year 10, and between 1 September and 28 February during year 11

- 2 encounters for CYP during the 'third key phase' (year 12 or 13)
 - CYP can choose to attend
 - Encounters can take place any time during year 12, and between 1 September and 28 February during 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 schools hours won't count towards these requirements.

Schools must ask each provider to provide the following information as a minimum:

- Information about the provider and the approved qualifications or apprenticeships they offer
- Information about what careers those qualifications and apprenticeships can lead to
- What learning or training with the provider is like
- Answers to any questions from CYP

Application for Provider access information is on The Federation website and directs requests to the Careers leads

2.2 Meaningful provider encounters

Our Federation is committed to providing meaningful encounters to all CYP.

1 encounter is defined as 1 meeting/session between pupils and 1 provider.

We use the [Making it Meaningful checklist](#) from the Careers & Enterprise Company as guidance

Meaningful live online engagement is also an option at our schools.

3. CYP entitlement

All CYP in years 8 to 13 at The Federation 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 such as options events, assemblies and taster events

- For them and their families to understand how to make applications for the full range of academic and technical courses

4. Management of provider access requests

4.1 Procedure

A provider wishing to request access should contact either.

In the case of **College Park School**:

Simon Bennett, Deputy Headteacher – s.bennett@qe2cp.westminster.sch.uk

Pamela Williams, Careers Lead – p.williams@qe2cp.westminster.sch.uk

Telephone: 0207 221 3454

In the case of **Queen Elizabeth II Jubilee School**:

Pamela Murphy, Headteacher – p.murphy01@qe2cp.westminster.sch.uk

Reham El'Sady, HLTA – r.elsady@qe2cp.westminster.sch.uk

Andy Tillotson, SEN Co-ordinator a.tillotson@qe2cp.westminster.sch.uk

Telephone: 0207 641 5825

4.2 Opportunities for access

A number of events, integrated into our careers programme, will offer providers an opportunity to come into schools to speak to pupils and/or their parents/carers:

| | AUTUMN TERM | SPRING TERM | SUMMER TERM |
|--------|---|--|---|
| YEAR 8 | <p>College Park: Class or community based group opportunities - employability skills</p> | <p>Meeting with careers adviser</p> <p>Lessons on skills and interests as part of PSHE at College Park</p> | <p>College Park: Class or community based group opportunities - employability skills</p> <p>Roleplay or work related activities.</p> |
| | <p>QEII Jubilee School:</p> <ul style="list-style-type: none"> • Person-centred planning work is undertaken as part of My Communication lessons, in readiness for 1st transition phase annual reviews next year. • Monthly Careers Information Advice and Guidance (IAG) sessions start internally • Group work-related learning as part of My Supported Independence lessons starts. | | |
| YEAR 9 | <p>College Park: EHCP Transition review</p> <p>Class or community based group opportunities - employability skills</p> <p>Meeting with careers adviser</p> | <p>College Park: Adulthood outcomes as discussed in Annual review meetings.</p> <p>Working with families and young people to identify aspirations and goals for the future.</p> | <p>No encounters – encounters must have taken place by 28 February</p> |

| | AUTUMN TERM | SPRING TERM | SUMMER TERM |
|---------|--|--|--|
| | QEII Jubilee School: <ul style="list-style-type: none"> • Person-centred planning work continues around 1st Transition review as part of My Communication lessons. • Monthly Careers Information Advice and Guidance (IAG), including from a suitably qualified external provider • Group work-related learning as part of My Supported Independence lessons. | | |
| YEAR 10 | College Park: Curriculum focus, Life Skills – work experience preparation sessions. Functional skills lessons, preparation for work. | Networking event with providers and employers Technical/vocational tasters at local college/s, training providers | College Park: Work experience preparation sessions Work experience Technical/vocational tasters at local college/s, training providers |
| | QEII Jubilee School: <ul style="list-style-type: none"> • Work-related learning as part of My Supported Independence lessons, individualised by Preparing for Adulthood goals • Supported (AAC) sessions to update PCPs in My Communication lessons • More targeted Careers IAG including from a suitably qualified external provider | | |
| YEAR 11 | Post-16 provider parent/carer events College Park: Meetings with careers adviser EHCP Transition Annual reviews | Transition days at college or training provider College Park: Offsite Work experience | No encounters – encounters must have taken place by 28 February Confirmation of post-16 education and training destinations for all CYP |
| | QEII Jubilee School: <ul style="list-style-type: none"> • Work-related learning as part of My Supported Independence lessons, individualised by Preparing for Adulthood goals • Supported (AAC) sessions to update PCPs in My Communication lessons • More targeted Careers IAG including from a suitably qualified external provider | | |
| YEAR 12 | College open days/events Curriculum – careers and employability program Participation in range of offsite work related learning | Small group sessions: future education, training and employment options Meetings with careers adviser | Technical/vocational tasters at local college/s, training providers Supporting with transition form schools to appropriate further education placement. |

| | AUTUMN TERM | SPRING TERM | SUMMER TERM |
|---------|---|---|--|
| | QEII Jubilee School: <ul style="list-style-type: none"> • Continuous programme of more individualised work-related learning as part of My Supported Independence lessons in Post 16. • Supported (AAC) sessions to update and share person-centred transition plans in My Communication lessons and annual reviews. • More targeted monthly careers advice at Post 16 | | |
| YEAR 13 | Post-18 assembly – with higher and degree apprenticeship providers Workshops – HE and higher apprenticeship applications | Meetings with careers adviser Assembly and small group opportunities - employability skills | College Park: Work experience Assembly and small group opportunities - employability skills |
| | QEII Jubilee School: <ul style="list-style-type: none"> • Continuous programme of more individualised work-related learning as part of My Supported Independence lessons in Post 16. • Supported (AAC) sessions to update and share person-centred transition plans in My Communication lessons and annual reviews. • More targeted monthly careers advice at Post 16 | | |
| YEAR 14 | Education provider parent/carer events Annual reviews | Supporting young people with transition form Post 16 to appropriate further education placement | No encounters – encounters must have taken place by 28 February Confirmation of post-19 education and training destinations for all CYP. |

Please speak to our Careers leads to identify the most suitable opportunity for you.

These events will run in line with any measures related to public health incidents, including COVID-19.

4.3 Granting and refusing access

All CYP will have the opportunity to access information about options for further education, including supported internships and appropriate LDD programmes with local providers, as part of a careers programme which provides information on the full range of education and training options available at each transition point.

CYP will hear from a range of local providers about the opportunities they offer through information sessions, open days, classroom activities and taster events.

This process will be supported by our Careers Leader Pamela Williams and Deputy Headteacher Simon Bennett who will ensure that our Young people and families have the full range of opportunities and providers available to them.

Any Providers who wish to contact CYP and families at College Park and QEII Jubilee Schools should contact

In the case of **College Park School:**

Simon Bennett, Deputy Headteacher – s.bennett@qe2cp.westminster.sch.uk

Pamela Williams, Careers Lead – p.williams@qe2cp.westminster.sch.uk

Telephone: 0207 221 3454

In the case of **Queen Elizabeth II Jubilee School:**

Pamela Murphy, Headteacher – p.murphy01@qe2cp.westminster.sch.uk

Reham El'Sady, HLTA – r.elsady@qe2cp.westminster.sch.uk

Andy Tillotson, SEN Co-ordinator a.tillotson@qe2cp.westminster.sch.uk

4.4 Safeguarding

Our safeguarding/child protection policy outlines the Federation 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

- Some facilities will be available to enable providers to access pupils, e.g. The schools café, meeting room, classrooms as well as specialist equipment such as audio and visual devices
- The relevant schools lead will organise and agree which facilities can be used
- Providers can leave prospectuses or other material for pupils to read in agreement with a lead

5. Previous providers

These are some examples of providers who in previous years we have invited from the local area to speak to our pupils:

- Hilton Hotel
- Planet Organic
- Waitrose
- Costa Coffee
- Protégé
- Blink Theatre
- Rolls Royce
- Police
- Fire Service

6. Pupil destinations

Last year, College Park year 11 young people moved to a range of providers in the local area after schools:

- College of North West London
- West London college – Hammersmith

Last year, Federation year 14 pupils moved to a range of providers in the local area after schools:

- Westminster Kingsway College – Kennet West Skills Centre
- West London College – Hammersmith
- City of Westminster College – Westminster

➤ The Alexandra Centre - Camden

7. Complaints

Any complaints related to provider access can be raised following the Federation complaints procedure [Complaints Policy](#)

8. Links to other policies

- Child Protection and Safeguarding Policy
- [Employability Plan](#)
- [Curriculum](#)
- [Complaints policy](#)

9. Monitoring arrangements

The Federation's arrangements for managing the access of education and training providers to CYP are monitored by Deputy Headteacher Simon Bennett at College Park, and Headteacher Pamela Murphy at QEII Jubilee School.

This policy will be reviewed by

At College Park: Claire Shepherd – Headteacher, Simon Bennett – Deputy Headteacher and Pamela Williams – Careers Lead Annually.

At QEII Jubilee Schools: Pamela Murphy – Headteacher, Andy Tillotson – SEN Co-ordinator and Reham El'Sady – HLTA co-ordinating careers.

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

Gatsby Benchmarks

Benchmark 1: A Stable Careers Programme. Every schools and college should have an embedded programme of career education and guidance that is known and understood by Pupils, parents, teachers, governors and employers

- Careers leaders plan, review and develop programmes
- Invitations to parents and carers for careers and college events
- College Park and QEII Jubilee Schools transition document shared at year 9 annual reviews.

Benchmark 2: Learning from Career and Labour Market Information. Every Pupil and their parents should have access to good quality information about future study options and labour market opportunities.

- Teachers plan lessons which enable pupils to access, use and analyse career & LMI
- Careers lead shares updated information on labour market with class teachers, parents and carers.
- Class teachers plan lessons and trips based on labour market information.

Benchmark 3: Addressing the Needs of Each Pupil. Opportunities for advice and support need to be tailored to the needs of each Pupil. A schools' careers programme should embed equality and diversity considerations throughout.

- Preparing for adulthood outcomes written for each Pupil at Year 9 annual reviews. Outcomes are pupil centered and tailored to the needs of each Pupil.

Benchmark 4: Linking Curriculum Learning to Careers.

- Curriculum is linked to employability and work skills.
- Pupils with specific career paths have opportunities to gain relevant skills in STEM subjects.
- All teachers should link curriculum learning with careers.

Benchmark 5: Encounters with Employers and Employees. Every Pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

- Teachers and employers plan activities together.
- Pupils have opportunities to visit multiple workplaces
- Pupils are involved in enterprise projects.

Benchmark 6: Experiences of Workplaces. Every Pupil should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.

- Careers lead and teachers plan effective experiences of work.
- Pupils will be given opportunities to complete work experience placements in the local community.

Benchmark 7: Encounters with Further and Higher Education. All Pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

- Plan effective activities with FE, HE and apprentice providers
- Pupils visit a local college one day a week for a minimum of one term to support with transition.
- Personalised transition plans for pupils in their last year of schools.

Benchmark 8: Personal Guidance. Every Pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of schools staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all Pupils but should be timed to meet their individual needs.

- Pupils have multiple opportunities to receive guidance from class teachers and careers lead.
- Discussion on possible pathways is had during annual review meetings from years 9-14.
- Pupils from year 8 onwards receive external personal guidance from a trained careers advisor.