



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

# **FEDERATION PROVIDER ACCESS POLICY**

## **2025 – 2026**

**Approved by Full Governing Board: February 2026**

**Next review: February 2027**

# **Employability Plan 2025/2026**

## **Contents**

1.	Aims .....	2
2.	Statutory requirements .....	2
3.	CYP entitlement .....	4
4.	Management of provider access requests .....	5
5.	Previous providers .....	9
6.	CYP destinations .....	9
7.	Complaints .....	10
8.	Links to other policies .....	10
9.	Monitoring arrangements .....	10

---

## **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 CYP must attend
  - \* Encounters can take place any time during year 8, and between 1<sup>st</sup> September and 28<sup>th</sup> 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 will not 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 CYP 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.

As stated in the Gatsby Benchmarks for student with SEND ([www.goodcareerguidance.org.uk](http://www.goodcareerguidance.org.uk)) *“Some of the Benchmarks may be implemented in a different way in special schools and colleges, alternative provision, and for some students with SEND in the mainstream. We also recognise that the professionals who work with these young people every day are the experts and are best placed to adapt their career guidance activity to the different needs of their students”.*

To this end, we encourage providers to come in and meet our CYP on an informal basis to support their preparation of presentations, workshops etc to make them as accessible and appropriate to our CYP and their abilities as possible.

### **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

It is important to note that all learning across the Federation is individualised and person centred and therefore not all CYP access activities or learning at the same age or key stage.

## **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](mailto:s.bennett@qe2cp.westminster.sch.uk)

Jihad Serdoud Post 16 teacher – [j.serdoud@qe2cp.westminster.sch.uk](mailto:j.serdoud@qe2cp.westminster.sch.uk)

Telephone: 0207 221 3454

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

Emma Watyford Assistant Headteacher – e.watford@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:

YEAR 8			
	<p><b>College Park:</b></p> <ul style="list-style-type: none"><li>* Career related learning delivered through PSHE lessons</li><li>* Class-based or community group activities focusing on employability skills</li><li>* Parent/carers Careers and Transition support coffee morning</li></ul> <p><b>AUTUMN TERM</b></p> <ul style="list-style-type: none"><li>* Careers adviser meetings are made available</li></ul> <p><b>SPRING TERM</b></p> <ul style="list-style-type: none"><li>* Participation in National Careers Week</li><li>* Participation in National Apprenticeship Week – inclusive resources adapted for PSHE lessons.</li></ul>		
	<p><b>QEII Jubilee School:</b></p> <ul style="list-style-type: none"><li>• Person-centred planning work is undertaken as part of My Communication lessons, in readiness for 1st transition phase annual reviews next year.</li><li>• Monthly Careers Information Advice and Guidance (IAG) sessions start internally</li><li>• Group work-related learning as part of My Supported Independence lessons starts.</li></ul>		

YEAR 9			
--------	--	--	--

	<p><b>College Park School:</b></p> <ul style="list-style-type: none"> <li>* EHCP Transition reviews</li> <li>* Class or community based group opportunities focusing on employability skills</li> <li>* Lessons on skills and interests as part of PSHE</li> <li>* Career related learning embedded in PSHE lessons</li> </ul> <p><b>AUTUMN TERM</b></p> <ul style="list-style-type: none"> <li>* Meeting with careers adviser made available</li> <li>* Parents/carers- Careers &amp; Transitions support coffee morning</li> </ul> <p><b>SPRING TERM</b></p> <ul style="list-style-type: none"> <li>* Participation in National Careers Week.</li> <li>* Participation in National Apprenticeship Week – inclusive resources adapted for PSHE lessons</li> </ul>
	<p><b>QEII Jubilee School:</b></p> <ul style="list-style-type: none"> <li>• Person-centred planning work continues around 1<sup>st</sup> Transition review as part of My Communication lessons.</li> <li>• Monthly Careers Information Advice and Guidance (IAG), including from a suitably qualified external provider</li> <li>• Group work-related learning as part of My Supported Independence lessons.</li> </ul>
YEAR 10	<p><b>College Park School:</b></p> <ul style="list-style-type: none"> <li>* Life Skills sessions focused on work experience preparation .</li> <li>* Functional skills lessons supporting preparation for work</li> <li>* Work experience preparation sessions within PSHE</li> </ul> <p><b>SPRING TERM</b></p> <ul style="list-style-type: none"> <li>* Parents/carers Careers Week and National Apprenticeship Week – inclusive resources adapted for PSHE lessons</li> </ul>
	<p><b>QEII Jubilee School:</b></p> <ul style="list-style-type: none"> <li>• Work-related learning as part of My Supported Independence lessons, individualised by Preparing for Adulthood goals</li> <li>• Supported (AAC) sessions to update PCPs in My Communication lessons</li> <li>• More targeted Careers IAG including from a suitably qualified external provider</li> </ul>
YEAR 11	<p><b>College Park School:</b></p> <ul style="list-style-type: none"> <li>* Offsite Work Experience</li> <li>* Transition days at college or learning providers</li> </ul> <p><b>AUTUMN TERM</b></p> <ul style="list-style-type: none"> <li>* Meeting with careers adviser made available</li> <li>* Parents/carers Careers &amp; Transition support coffee morning</li> </ul> <p><b>SPRING TERM</b></p> <ul style="list-style-type: none"> <li>* Participation in National Careers Week.</li> <li>* Participation in National Apprenticeship Week</li> </ul>

	<p>* Inclusive resources adapted for PSHE</p> <p><b>A;; required encounters must have taken place by 28 February</b></p>
--	--

	<p><b>QEII Jubilee School:</b></p> <ul style="list-style-type: none"> <li>• Work-related learning as part of My Supported Independence lessons, individualised by Preparing for Adulthood goals</li> <li>• Supported (AAC) sessions to update PCPs in My Communication lessons</li> <li>• More targeted Careers IAG including from a suitably qualified external provider</li> </ul>
--	--

YEAR 12			
---------	--	--	--

	<p><b>College Park School:</b></p> <ul style="list-style-type: none"> <li>* Careers and employability lessons and workshops</li> <li>* Participation in range of off-site work related learning activities</li> <li>* Off-site work experience</li> <li>* Transition days at college or training providers</li> <li>* Future options sessions exploring education, training and employment pathways</li> <li>* Technical and vocational tasters at local colleges and training providers</li> </ul> <p><b>AUTUMN TERM</b></p> <ul style="list-style-type: none"> <li>* Meeting with careers adviser made available</li> <li>* Parents/carers Careers &amp; Transitions support coffee morning</li> <li>* Participation in the Enterprise Programme</li> </ul> <p><b>SPRING TERM</b></p> <ul style="list-style-type: none"> <li>* Participation in National Careers Week</li> <li>* Participation in National Apprenticeship Week – inclusive resources adapted for PSHE lessons</li> </ul>
--	--

	<p><b>QEII Jubilee School:</b></p> <ul style="list-style-type: none"> <li>• Continuous programme of more individualised work-related learning as part of My Supported Independence lessons in Post 16.</li> <li>• Supported (AAC) sessions to update and share person-centred transition plans in My Communication lessons and annual reviews.</li> <li>• More targeted monthly careers advice at Post 16</li> </ul>
--	--

<p>YEAR 13</p> <p>YEAR 14</p>	<p><b>College Park School:</b></p> <ul style="list-style-type: none"> <li>* Careers and employability lessons and workshops</li> <li>* Participation in a range of off-site work related learning activities</li> <li>* Off-site work experience</li> <li>* Transition days at colleges or training providers</li> <li>* Future options sessions exploring education, training and employment pathways</li> <li>* Technical and vocational taster sessions at local colleges and training providers</li> </ul> <p><b>AUTUMN TERM</b></p> <ul style="list-style-type: none"> <li>* Meeting with careers adviser made available</li> <li>* Parent/carers Careers &amp; Transitions support coffee morning</li> </ul> <p>Participation in the Enterprise Programme</p> <p><b>SPRING TERM</b></p> <ul style="list-style-type: none"> <li>* Participation in National Careers Week</li> <li>* Participation in National Apprenticeship Week</li> <li>* Inclusive resources adapted for PSHE lessons</li> </ul>
	<p><b>QEII Jubilee School:</b></p> <ul style="list-style-type: none"> <li>• Continuous programme of more individualised work-related learning as part of My Supported Independence lessons in Post 16.</li> <li>• Supported (AAC) sessions to update and share person-centred transition plans in My Communication lessons and annual reviews.</li> <li>• More targeted monthly careers advice at Post 16</li> </ul>

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 COVID19.

#### 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.

At College Park this process will be supported by their Careers Leader Jihad Serdoud and Deputy Headteacher Simon Bennett who will ensure that 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](mailto:s.bennett@qe2cp.westminster.sch.uk)

Jihad Serdoud, Post 16 teacher – [j.serdoud@qe2cp.westminster.sch.uk](mailto:j.serdoud@qe2cp.westminster.sch.uk)

Telephone: 020 7221 3454

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

Emma Watford Assistant Headteacher – [a.watford@qe2cp.westminster.sch.uk](mailto:a.watford@qe2cp.westminster.sch.uk)

Reham El'Sady, HLTA – [r.elsady@qe2cp.westminster.sch.uk](mailto:r.elsady@qe2cp.westminster.sch.uk)

Andy Tillotson, SEN Co-ordinator [a.tillotson@qe2cp.westminster.sch.uk](mailto: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 CYP

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

#### 6. CYP 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 school:

Last year **QEII Jubilee School** last year 3 CYP moved to providers after school

- Pengwern College, Residential – Denbighshire, Wales
- College of North West London College – Willesden Campus - Brent
- City of Westminster College – Westminster



## **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

➤➤ [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 Assistant Headteacher Emma Watford at QEII Jubilee School.

This policy will be reviewed by

At College Park: Claire Shepherd – Headteacher, Simon Bennett – Deputy Headteacher and Jihad Serdoud – Post 16 Teacher Annually.

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

At every review, the policy will be approved by the Full Governing Board.



## Gatsby Benchmarks

**Benchmark 1:** A Stable Careers Programme. Every school 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's 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.