MacIntyre Academies
Endeavour Academy

Provider Access Policy Statement

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1.1	New version	RC	Sept 2026

Person Responsible: Deputy Principal
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Date of next review: Sept 2027

1. Aims

This policy statement aims to set out our school's arrangements for managing the access of education and training providers to learners 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

2. Statutory requirements

Academies are required to ensure that there is an opportunity for a range of education and training providers to access learners in years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships. Learners at Endeavour Academy currently transition out of Endeavour Academy at the end of year 11,12, 13 or 14 depending on their level of need and independence. Learners will either remain with us or access an appropriate post-16 destination for example a local college, often specialist. There are some (rare) occasions whereby statutory partners agree that a learner would not benefit from further education and a learner then is placed in supported living or a support package whereby education is no longer part of their offer. We will always advocate for what we believe to be in the best interests of the learner and their family.

Endeavour Academy provides a number of encounters for our learners to interact with representatives of, experience aspects of or visit technical education or training providers to all learners in years 8 to 13. These are planned for on a personalised basis that best meets the needs and aspirations of the learner and their family.

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

This is outlined in section 42B of the Education Act 1997, the Skills and Post-16 Education 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 school complies with these requirements.

2.1 The encounters Endeavour Academy offers to all learners in years 8 to 13

We offer:

- 2 encounters for learners during the 'first key phase' (year 8 or 9)
    - All learners are expected to attend on or off site depending on their needs and aspirations
    - Encounters can take place any time during year 8, and between 1 September and 28 February during year 9
- 2 encounters for learners during the 'second key phase' (year 10 or 11)
    - All learners are expected to attend
    - Encounters can take place any time during year 10, and between 1 September and 28 February during year 11
- 2 Encounters in their post 16 years of learning if still enrolled at Endeavour Academy
    - This should include a visit to their planned next destination if in education or if transitioning to social care/supported living.

These encounters must happen for a reasonable period of time during the standard school day. Academies can continue to provide complementary experiences, but encounters outside of school 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, courses or apprenticeships they offer or accommodation if transitioning out of education
- Information about what pathways those qualifications, courses and apprenticeships can lead to
- What learning, training or living with the provider is like
- Answers to any questions from learners or their families/advocates

How We Will Comply:

1. **Opportunities for Providers to Engage with Learners**
    - We will invite providers to present information about their qualifications, apprenticeships, and career pathways through:
        - Tutor presentations
        - Careers fairs and employer engagement events
        - Small-group workshops
        - Virtual sessions where in-person visits are not possible
2. **Required Information from Providers**
   Providers will be expected to share:
    - Details about their institution and the qualifications/apprenticeships/acccomodation they offer
    - Pathways associated with their courses
    - Insights into the learning and training experience with them
    - Answers to learner and family or advocate questions
3. **Logistics & Scheduling**
    - We will accommodate appropriate provider visits within our academic calendar and timetable.
    - Where necessary, we will provide facilities such as classrooms, IT access, and presentation equipment.
4. **Learner Engagement**
    - All learners will have access to at least one provider engagement per key stage.
    - We will actively encourage participation through structured career education sessions.
5. **Monitoring & Review**
    - We will review our provider access opportunities annually to ensure they remain relevant and beneficial.
    - Feedback from learners and providers will be gathered to improve future sessions.

2.2 Meaningful provider encounters

Our school is committed to providing meaningful encounters to all learners.

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

At Endeavour Academy, we are committed to providing meaningful encounters that empower our students to make informed decisions about their futures. Guided by the **Gatsby Benchmark** principles, we ensure that every student has access to the knowledge, experiences, and support they need to succeed in learning, work and life.

1. Start Early
We implement a **progressive programme** that broadens horizons from the moment students join us. Through structured guidance and scaffolded learning, we help students develop the understanding necessary to identify their best next steps.

2. Be Informed by Trends and Success
We continuously refine our approach by incorporating college, employer and social care insights, ensuring students experience meaningful encounters that connect learning to real-world opportunities.

3. True Advocacy
We commit to **growing our expertise** in all pathways, staying up to date with the latest vocational and technical opportunities, so that every young person receives informed and relevant guidance.

4. Challenge Misconceptions and Assumptions Head-On
We proactively engage with **learners, parents, advocates and staff** to address potential misconceptions, ensuring that all stakeholders have a clear and accurate understanding of the ambition for each learner and their possibilities.

5. Equity of Access to Information and Understanding
We believe in **opportunity for all**, ensuring that every learner—regardless of background—has equal access to careers and transition information and guidance that supports their ambitions.

Through these principles, Endeavour Academy ensures that every encounter is meaningful, purposeful, and impactful in shaping our students' futures.

3. Learner entitlement

Learner Entitlement to Careers Education and Guidance

At **Endeavour Academy**, we are committed to delivering a high-quality **Careers Education, Information, Advice, and Guidance (CEIAG) programme** that supports all learners in Years 8 to 14. Our programme is designed to be **differentiated, targeted and personalised**, ensuring progression through a range of activities tailored to each learner's stage of career learning, planning, and development.

All learners at Endeavour Academy are entitled to **impartial, confidential, and professionally delivered Careers Education and Guidance** that meets recognised standards of best practice. To support this, we engage an **independent Level 6 qualified Careers Guidance Professional (Transition Consultant)** to provide guidance as part of our Careers Programme.

Careers Programme for Years 8-14

Our Careers Education and Guidance Programme is structured as follows:

- **Years 8 and 9**: Careers education is delivered as part of the **PSHE curriculum**, ensuring early exposure to career-related learning and future pathways.
- **Years 10 and 11**: Careers education and guidance are integrated into a **Personalised Learning Curriculum**, offering tailored support for next-step decision-making if transitioning out at year 11.
- **Years 12 and upwards:** Ongoing exposure to providers and supported decision making about next steps of transition.
- These programmes are carefully planned to link with cross-curricular themes each half-term and are adapted to meet the specific **transition planning needs** of each year group.

Work-Related Learning and College Engagement (Years 10 & upwards)

- Participation in a **work-related learning programme**, including enterprise activities and in-house work experience.
- College **taster sessions** delivered in partnership with *Warwickshire College Group* and other *Post-16 providers.*
- Whenever appropriate , access to supported **external work experience placements** to develop real-world employability skills.

4. Management of provider access requests

4.1 Procedure

The Careers Programme is planned, monitored, administrated and evaluated by the Deputy Principal who is the Careers Lead. The Guidance aims to be impartial, confidential (within policy guidelines), responsive to learner's needs and based on the principles of equal opportunities and diversity. Staff are asked to highlight real life links to further study and careers across the curriculum where it is apt to do so.

Provider Access Requests

At **Endeavour Academy**, we welcome engagement from education, training, and employment providers to support our learners in understanding the full range of post-16 and post-18 opportunities available to them.

To ensure a structured and meaningful experience for our learners, providers requesting access must follow the procedures outlined below.

Procedure for Requesting Access

1. **Initial Request**
    - Providers should submit a request at least **six weeks in advance** of their proposed session.
    - Requests must be made to the **Deputy Principal (Personal Development) / Careers Lead** via the contact details below.
    - The request should include:
        - The **name of the provider** and contact details.
        - The **purpose of the session** (e.g., apprenticeships, post-16 options, industry insights).
        - The **year group(s)** the provider wishes to engage with.
        - The **format** of the session (e.g., assembly, workshop, careers fair).
        - Any **specific requirements** (e.g., IT facilities, classroom space).
        - Assurances that they know and understand the needs of our cohort of learners and can provide tangible next steps where possible.
2. **Approval & Scheduling**
    - The Careers Lead will review requests in line with the school's **Careers Programme** and the availability of learners.
    - Once approved, a mutually agreed date and time will be arranged.
3. **Delivery & Resources**
    - Providers may be required to submit a brief **outline of their session** in advance.
    - Sessions should be **impartial** and focused on informing learners about a range of opportunities.
    - Sessions must be accessible to our learners and we are happy to support with this where needed.
    - Promotional materials must be in line with **school policies and careers guidance best practices**.
4. **Follow-Up & Feedback**
    - Providers are encouraged to gather **learner feedback** and share insights with the Careers Lead for continuous programme improvement.

A provider wishing to request access should contact our Office

Telephone: 01865 767766

Email: endeavour.office@macintyreacademies.org

4.2 Opportunities for access

A comprehensive calendar of events and opportunities are integrated into our curriculum, which will offer providers an opportunity to come into school to speak to learners and/or their parents/carers. These include parents evenings, coffee mornings, assemblies, specifics units of study in our curriculum and in our ASDAN courses.

We ask that providers do not ask to visit in the months of December or July where possible as these are especially busy times in our Academy where learners can be more anxious and less receptive than usual.

4.3 Granting and refusing access

Provider Access: When Access Will Be Granted or Refused

At **Endeavour Academy**, we ensure that providers have **fair and reasonable access** to learners, while also maintaining the structure and integrity of our curriculum. Below is an outline of when access will be **granted or refused**.

Access Will Be Granted During:

✅ **Timetabled Careers Education Sessions** – As part of the **PSHE or ASDAN programmes**
✅ **Assemblies** – Scheduled slots for providers to deliver presentations on career pathways, apprenticeships, and further education.
✅ **Events, Parents evenings & Fairs**
✅ **Employer & Provider Workshops** – Opportunities to deliver small-group or whole-class sessions.
✅ **Taster Sessions & Industry Talks** – For providers offering subject-specific insights, apprenticeship opportunities, or vocational training.
✅ **Work-Related Learning Activities** – Providers can support learners in Years 10 & 11 with employer-led workshops, mock interviews, and work experience guidance.

Access May Be Refused If:

❌ **The request does not align with the Careers Programme** or curriculum priorities.
❌ **Insufficient notice is given** (requests must be submitted at least six weeks in advance).
❌ **The session conflicts with key academic priorities**, such as assessments.
❌ **The proposed session is deemed promotional** rather than **informative and impartial**.
❌ **Resources or staffing are unavailable** to facilitate the session.
❌ **The content does not meet the school's safeguarding, equal opportunities, or diversity policies**.
❌ **The provider is unable to demonstrate how the session/visit will be made accessible And meaningful for our cohort.**

We aim to accommodate as many provider requests as possible while ensuring sessions are **meaningful, structured, and beneficial** for our learners.

4.4 Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors. The school follows strict safeguarding guidelines due to the learner profile and expect education and training providers to adhere to this policy fully.

4.5 Premises and facilities

At **Endeavour Academy**, we are committed to ensuring that visiting providers have access to appropriate facilities and resources to deliver high-quality careers education sessions.

Facilities Available for Provider Use

Providers will have access to:

✅ **Classrooms** – Suitable for workshops, group discussions, and presentations.
✅ **Assembly Hall** – Available for larger presentations or careers events.
✅ **IT & AV Equipment** – Computers, projectors, and interactive screens for digital presentations.
✅ **Meeting Rooms** – For one-to-one careers guidance sessions or small-group mentoring.

Process for Organising Facilities

- Providers should **submit a request at least six weeks in advance** to ensure availability of appropriate spaces and resources.
- The request should outline:
  - The **type of session** (e.g., assembly, workshop, careers fair).
  - **Preferred facilities and any equipment needs** (e.g., IT access, AV setup).
  - The **number of learners** expected to attend.
  - How the session **will be tailored** to our learners needs.
- The **Careers Lead** will confirm arrangements and provide guidance on the facilities allocated.

Distribution of Prospectuses and Materials

✅ Providers may leave **prospectuses, brochures, and other related materials** in the **Academy** for learners to access if they are in an accessible format.
✅ Digital resources or links may also be shared via the school
❌ Promotional materials that do not align with **impartial guidance principles** may not be distributed.

5. Previous providers

In previous years we have invited a range of providers from the local area to speak to our learners.

Including maintained, non-maintained and independent providers.

6. Learner destinations

Last year, our learners moved to a range of providers in the local area after

School including local FE, specialist college and social care/supported living only provision.

7. Complaints

Any complaints related to provider access can be raised following the school complaints procedure here download.asp or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

8. Links to other policies

This Provider Access Policy Statement (PAPS) outlines the school's duty to provide access to education and training providers. The Purpose of this outline is to demonstrate alignment and interlinking between the PAPS and other core school policies.

Safeguarding Policy

- All external providers invited under PAPS must comply with the school's safeguarding protocols.
- Reference the requirement for DBS checks and supervision of all visitors.
- Alignment with the latest version of KCSIE (Keeping Children Safe in Education) statutory guidance.
- Emphasis on supervision and safeguarding during 1:1 interactions, workshops, or off-site visits.

Links to the Curriculum Policy

- External provider access supports the school's intent to deliver a broad and balanced curriculum.
- Opportunities for curriculum enrichment through employer engagement, vocational learning, and real-world context.
- Emphasis on the integration with PSHE, subject-specific content and ASDAN.
- PAPS supports the delivery of key skills and knowledge required for post-16 and post-18 pathways.

Links to the Complaints Policy

- Any concerns or complaints about provider access, behaviour of visiting professionals, or student experience are handled through the school's Complaints Policy.
- Clear procedures for students, parents, and external providers to raise concerns.
- Ensures accountability and quality assurance of career-related provision.

PAPS interacts with key school policies to provide a safe, enriching, and compliant experience for students.

9. Monitoring arrangements

The school's arrangements for managing the access of education and training providers to learners are monitored by the Deputy Principal for Careers.

An annual review of PAPS in line with the review cycles of related policies aim to maintain consistency and relevance.

This policy will be reviewed by the Deputy Principal for Careers, annually at every review, the policy will be approved by the governing board.