

Provider access policy statement



Etone College

Review Date: July 2025

Review led by: I Smith

1. Aims

This policy statement sets 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 options.

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

Etone College is committed to raising aspirations for all including:

- A shared belief that no child should fail
- Improving life chances through outstanding teaching
- Etone is committed to preparing students to allow them to manage their future education and career path throughout adult life.
- Etone is committed to achieving excellence in this area through constant and rigorous use of the compass tool and assess of CPD via the careers hub and other organisations
- Etone recognises the requirement to provide impartial face to face guidance for students in Years 10-13

2. 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 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

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 of the [Education Act 1997](#). Summarised by Gatsby Benchmarks

This policy shows how our school complies with these requirements.

3. Student Entitlement

All students at Etone College 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
- Understand how to make applications for the full range of academic and technical courses
- Receive individual and impartial qualified careers guidance
- Learn about Local Market Information (LMI)
- Challenge equality and stereotypes
- We also meet PALs legislation stating that in year 8 – 13 students have 2 encounters with different providers, in each key stage.

4. Management of provider access requests

4.1 Procedure

A provider wishing to request access should contact L Barlow, Careers Leader.

Telephone: 02476 757300

Email: careers@etonecollege.co.uk

4.2 Opportunities for access

A number of events, including Learning for Life lessons which are integrated into our careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers. These are detailed in our Career Planning document in the appendix of this document and published on our website. Please speak to our Careers Leader to identify the most suitable opportunity for you.

4.3 Granting and refusing access

We will always try to grant access wherever possible but may refuse based on the following criteria. Please note this list is not exhaustive and each request will be considered on a case by case basis.

- Nature of the request from provider
- The needs of the students
- The needs of the curriculum
- Number of requests received from provider
- Number of requests received for a particular cohort of students
- Timing of the academic day
- Availability in our calendar
- Quality of previous interactions with our students
- Failure to pass safeguarding checks

4.4 Safeguarding

Our Child Safeguarding Policy outlines the school's procedure for checking the identity and suitability of visitors. Education and training providers will be expected to adhere to this policy. <https://www.matrixacademytrust.co.uk/wp-content/uploads/2025/03/Matrix-Child-Safeguarding-Policy.pdf>

4.5 Premises and facilities

Depending on the nature of the session, providers will have access to presentation rooms or classrooms with audio/visual equipment, projectors or interactive whiteboards. Organisation of these facilities will take place when you contact the Careers Leader about your proposed session. Providers can leave materials such as prospectuses for the students to read but we kindly ask that this is agreed with the Careers Leader first. Such materials will be assessed for their suitability.

5. Links to other policies

This policy links to the following school policies, all of which can be accessed at these links:

- Careers Policy
- Child Safeguarding Policy <https://www.matrixacademytrust.co.uk/wp-content/uploads/2025/03/Matrix-Child-Safeguarding-Policy.pdf>

- Data Protection Policy <https://www.matrixacademytrust.co.uk/wp-content/uploads/2024/12/Matrix-Data-Protection-Policy-Dec-2024.pdf>
- Privacy Notice

6. Monitoring arrangements

This policy was developed by L Barlow and C Sweet in consultation with I Smith

The school's arrangements for managing the access of education and training providers to students is monitored by L Barlow, Careers Leader.

This policy will be reviewed by L Barlow, Careers Leader and I Smith, Headteacher. Progress of the establishment and pupils will be assessed using the compass and tracker tool every term.

Partnerships with organisations such as the careers hub are reviewed and agreed via a service level agreement every school year.

We have an extensive list of partners which are continually developed, co-ordinated and maintained using careers hub, established links and other sources. They are maintained and reviewed by L Barlow.

Links with training providers such as ASK, FE and HE organisations and finally employers are maintained by Mrs Barlow. Our links are continually reviewed and developed every term to enable an engaging experience for students.

Parents and Learners can access up to date information from the website, newsletter and twitter account. These are all updated monthly and we actively encourage parents/carers and learners to access this information.

As a part of our Evaluation staff receive CPD around LFL, Careers and Employability agenda. The development and adaptation of our programme is led via feedback from learners, staff, parents/carers and employers at key points during the academic year. Our programme is reviewed weekly to determine progress towards our targets and the overall programme of study is reviewed each academic year.