CONSETT ACADEMY

NORTH DURHAM ACADEMY

Provider Access Policy

In light of experience and best practice, the effectiveness of this policy will be monitored annually and reviewed every three years. This mechanism recognises that changes in legislation may prompt a review of the policy before the three years stipulated.

We are committed to safeguarding and promoting the welfare of children and young people, and expect all staff, partners and volunteers to share this commitment.

This policy applies to all activities undertaken by the Academy in pursuing its purpose as an educational institution whilst serving its students, community and wider stakeholder interests.

All policies are subject to Equality Impact Assessments. Equality Impact Assessments are carried out to see whether the policy has, or is likely to have, a different impact on grounds of race, gender, disability, age, religion or sexual orientation.

If you require this document in an alternative format and/or language, please contact PA to the CEO, Mrs Charna Kay..

We are always keen to hear suggestions regarding Academy policies.

To make suggestions or to see further information please contact:

Executive Support Officer

Tel: 01207 507001
Email: **dpo@ncdat.org.uk**

Footnote

In an effort to keep costs to a minimum, a conscious decision has been made not to print out this document and it would be appreciated that you refer to the copy and relevant Appendices available on the Website/VLE.

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1. Rationale & Aim

This policy sets out the Academies arrangements for managing the access of providers to students for any Academy within New College Durham Academies Trust (NCDAT) for the purpose of giving them information about the provider's education or training offer. This complies with the Academy's legal obligations under Section 42B of the Education Act 1997.

2. Objectives

All students in years 7-13 are entitled:

a) to find out about technical education qualifications and apprenticeships opportunities as part of a career's programme which provides information on the full range of education and training options available at each transition point;

b) to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships through options events, assemblies and group discussions and taster events;

c) to understand how to make applications for the full range of academic and technical courses.

Updates as of 28 April 2022:

NCDAT will give providers access to registered pupils on at least 2 occasions during KS3 and KS4. ***2023 C*****hanges to the provider access legislation includes the minimum requirement to provide six encounters during year 8-13**

NCDAT will ensure that each registered pupil meets with a representative range of education and training providers to whom access is given and that the providers are providing the following set of information:

- *information about the provider and the approved technical education qualifications or apprenticeships that the provider offers;*
- *information about the careers to which those technical education qualifications or apprenticeships might lead;*
- *a description of what learning or training with the provider is like; and*
- *responses to questions from the pupils about the provider or technical education qualifications and apprenticeships.*

NCDAT will provide access 'for a reasonable period of time during the standard school day'

NCDAT will provide access to a university technical college where practical

Further Updates:

Schools and colleges must meet their statutory or contractual requirements to provide independent careers guidance, acting impartially and not showing bias towards any route. Under the Skills and Post-16 Education Act 2022, schools must meet their statutory duty to provide at least 6 opportunities for providers of technical education and apprenticeships to talk to all pupils, during school years 8 to 13, about their education or training offer.

These requirements open up opportunities to learners from all backgrounds. They empower learners to make informed decisions about their future by understanding the benefits of the full range of academic and technical pathways, including:

- *apprenticeships*
- *T Levels*
- *Higher Technical Qualifications (HTQs)*
- *other approved technical education qualifications*

DfE expects headteachers, principals and governing boards to:

- *support their careers team, especially their careers leader*
- *invest in personal guidance provided by a qualified careers adviser*

This allows for high-quality, progressive careers programmes that help all learners acquire the knowledge, skills and confidence to achieve and thrive.

Key Definitions

First Key Phase: KS3

the period beginning at the same time as the school year in which the majority of pupils in the pupil's class attain the age of 13 and ending with 28 February in the following school year

Second Key Phase: KS4

he period beginning at the same time as the school year in which the majority of pupils in the pupil's class attain the age of 15 and ending with 28 February in the following school year; and

Third Key Phase: KS5

the period beginning at the same time as the school year in which the majority of pupils in the pupil's class attain the age of 17 and ending with 28 February in the following school year.

Gatsby Benchmark Updates

From September 2025, DfE expects all institutions to use the updated Gatsby Benchmarks.

Building on the internationally recognised framework of the last decade, the benchmarks have been updated following almost 2 years of extensive research and stakeholder engagement. This update has taken account of changes, including:

- technological revolution
- innovation in schools and colleges
- shifts in the labour market
- changes in the career choices available to young people

NCDAT aims to embed all of these updated into their CEIAG programmes from September 2025.

3. Strategies

The Academies will make the theatre, classrooms or private meeting rooms available for discussions between the provider and students, as

appropriate to the activity. The Academies will also make available AV and specialist equipment to support provider presentations.
Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Library, which is managed by the Lead in Business, Enterprise and Careers. The Learning Resource Centre is available to all students before the start of the normal Academy day, during break and luncthimes, and after the end of the Academy day until 4.30 pm.

4. Roles & Responsibilities

The Company Secretary will ensure:
all policies are kept up to date.

The Executive Principal/Principal will:
monitor and evaluate this policy.

The Lead in Business, Enterprise and Careers will:
discuss and agree all arrangements in advance of the visit/meeting.

5. History of Policy Reviews

Implementation Date	**June 2018**
1st Review Date	**September 2021**
2nd Review Date	**November 2022**
3rd Review Date	**October 2024**
4th Review Date	**October 2025**

6. Associated Documentation

This policy and its accompanying policy in practice are underpinned and shaped by the relevant legislation and guidance including:

Section 42B of the Education Act 1997