SMSC Policy autumn 2026.docx

St Hugh's School

Provider Access Statement

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1. Aims

At St Hugh's, we believe every young person deserves to access ambitious, personalised careers education which prepares them for a fulfilling adult life. We work closely with education, training and employment providers to ensure students understand the opportunities available and can make informed decisions about their future.

This policy statement aims to set 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 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

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 provide a minimum of 6 encounters with technical education or training providers to all pupils 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 students.

This policy complies with Section 42B of the Education Act 1997, as amended by the Skills and Post-16 Education Act 2022, and has been written with regard to the Department for Education's statutory guidance, Careers Guidance and Access for Education and Training Providers (updated June 2026).

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

Schools must offer:

- 2 encounters for pupils 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 pupils during the 'second key phase' (year 10 or 11)

    - All pupils must attend
    - Encounters can take place any time during year 10, and between 1 September and 28 February during year 11
- 2 encounters for pupils during the 'third key phase' (year 12 or 13)
    - Pupils 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 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 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 pupils

Students within Years 9, 10 and 11 at St Hugh's School will experience encounters from local area colleges. Students will be provided with information about the colleges, the subjects and programmes they can study as well as the Supported Internship Programmes that each college offer. Students will have opportunities to ask questions and hear from ex-students about their experiences at the colleges. The majority of students at St Hugh's School will progress to specialist further education, supported internships, supported employment or adult social care pathways. These reflect the most appropriate and realistic progression routes for our students. Information about apprenticeships will be provided where it is appropriate to an individual student's aspirations, interests, abilities and likely progression pathway, ensuring that all students receive impartial careers guidance.

2.2 Meaningful provider encounters

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

One encounter is defined as one meeting/session between students and one provider.

The encounters that we provide to our students are meaningful when they are:

- Based on the unique and individual needs of our students, all of whom have SEND.
- Are reflective of real and purposeful opportunities within the local labour market.
- Linked to curriculum learning.
- Linked to real life examples of people with SEND achieving within a company or training provider.
- In-line with the aims and learning outcomes detailed per year group in our careers programme.
- Accessible and differentiated for the wide range of learners we have at St Hugh's.
- Planned in partnership with providers to ensure learning is age-appropriate, aspirational and relevant to individual transition pathways.
- Provide opportunities for students to ask questions and interact directly with providers.

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

3. Student entitlement and accessibility

All students in years 7 to 13 at St Hugh's School are entitled to:

- Find out about technical education qualifications, supported internship and other appropriate post-16 and post-19 pathways as part of our careers programme.
- Hear from a range of local providers about the opportunities they offer, including technical education, supported internships, supported employment and other appropriate pathways.
- Receive information, advice and support to make informed decisions and successful applications for their next stage of education, training, supported employment or adult provision.

Careers information is presented in an impartial manner, enabling students and families to understand the full range of appropriate education, training and employment opportunities available.

St Hugh's is committed to ensuring that all students can access high-quality careers education and provider encounters. Reasonable adjustments will be made where required to ensure activities are fully accessible, including adapting communication methods, presentation formats, learning activities and environments to meet individual needs. This reflects our commitment to equality of opportunity and to providing ambitious, personalised careers guidance for every student.

4. Management of provider access requests

4.1 Procedure

A provider wishing to request access should contact Donna Millward (Assistant Head with responsibility for Pathway 3 students) or Rachel Brunt (Careers Lead).

Telephone: 01724 842960

Email: dmillward@st-hughs.n-lincs.sch.uk or rbrunt@st-hughs.n-lincs.sch.uk

4.2 Opportunities for access

Parents and carers are recognised as key partners in supporting successful transitions into adulthood. Where appropriate, they will be informed of provider events and transition opportunities and invited to attend information sessions, college events and careers activities alongside their child.

As a specialist SEND school, provider encounters are planned to reflect students' individual needs, aspirations, communication abilities and Preparing for Adulthood outcomes. Opportunities are differentiated according to each student's pathway and may be adapted or supplemented throughout the year to support individual transition planning.

Pathway	Provider Access Opportunities
Pathway 1	Community encounters, sensory workplace experiences, visitors into school, employer engagement through curriculum themes, transition planning with families, STEM Week.
Pathway 2	Employer encounters, workplace visits, enterprise activities, college visits, supported employment awareness, transition events, STEM Week.
Pathway 3	Technical education providers, further education or sixth form colleges, supported internships, employers, workplace visits, work experience, mock interviews, careers fayres, transition events, STEM Week.

Provider engagement is embedded across the curriculum, with subject teachers working alongside employers, education and training providers to enrich learning and demonstrate the real-life application of curriculum knowledge and skills. For full details of planned careers learning, employer engagement and provider encounters across all year groups and pathways, please refer to the school's Careers Programme, available on the school website.

4.3 Granting and refusing access

St Hugh's School will grant access requests that meet the following criteria:

- The provider can demonstrate an understanding of the needs of our students with SEND and is able to adapt their provision appropriately.
- The provider can offer appropriate pathways for the students, on both an academic and pastoral level.
- The provider can contribute positively to the aims of the school's Careers Programme.

St Hugh's School will refuse any access request that:

- The school believes is not in the best interests of the students.
- Cannot demonstrate that the opportunities they offer are appropriate to the needs, aspirations and likely progression pathways of St Hugh's students.

4.4 Safeguarding

Our safeguarding/child protection 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.

4.5 Premises and facilities

Once the provider has been approved, the school will work with them to identify the best method for providing access to the students. The school will make the main hall, classrooms or meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader, SLT link or relevant middle leader.

Provider engagement is not limited to formal presentations. Where appropriate, providers may also contribute to curriculum lessons, employer encounters, enterprise activities, workplace visits, transition events and parent information sessions where these support the aims of the school's careers programme.

Opportunities are also available to meet virtually with students via Google Meet.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Lead who will disseminate it to groups of students where appropriate.

5. Links to other policies

- Safeguarding and Child Protection
- Careers Education, Information, Advice and Guidance (CEIAG)
- Curriculum

6. Complaints

Any complaints regarding provider access should first be raised with the Careers Leader or Headteacher through the school's complaints procedure. Providers may also contact the Careers and Enterprise Company, which supports the Department for Education in monitoring compliance with the Provider Access Legislation, using provideraccess@careersandenterprise.co.uk

6. Monitoring arrangements

The school's arrangements for managing the access of education and training providers to students are monitored by Donna Millward (Assistant Head for Pathway 3).

This policy will be reviewed annually, or sooner if statutory guidance changes, by Rachel Brunt (Careers Leader).

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

This policy should be read alongside the school's Careers Programme and Careers Education, Information, Advice and Guidance (CEIAG) Policy, which are available on the school website.