



# Provider Access Policy

<b>Staff reviewer:</b>	<b>Scrutinised by link Governor:</b>	<b>Date signed off at Committee:</b>	<b>Date approved at Board:</b>	<b>Next review date:</b>
<i>Liam Cantle</i>	<i>Stephen Mariadas</i> <i>Date: 15/06/23</i>	<i>CSEC</i>	<i>N/A</i>	<i>May 2027</i>

## 1. Purpose

- 1.1. This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purposes of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997, the requirements of the Technical and Further Education Act 2017, and the Skills and Post-16 Education Act 2022.

## 2. The aims of this policy are:

- 2.1. To provide a procedure for the access to students by providers of technical education.

## 3. Definitions

- 3.1. Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.
- 3.2. "Provider" in this instance is an organisation offering approved technical education qualification(s).
- 3.3. "Approved technical education qualification" means a qualification approved under section A2DA of the Apprenticeships, Skills, Children and Learning Act 2009.

## 4. Policy

- 4.1. Students are entitled:
  - 4.1.1. To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options post A-levels.
  - 4.1.2. To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through assemblies, Inspire lectures, EMC research and group discussions and taster events.
  - 4.1.3. To understand how to make applications for the full range of academic and technical courses.
  - 4.1.4. To have access to at least two provider encounters during the two years of A-level study. These encounters may be optional for pupils to attend. One encounter is defined as one meeting/session between students and one provider. Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.
- 4.2. Provider encounters will be scheduled during the main school hours and the provider will be given reasonable amount of time, as a minimum to:
  - 4.2.1. Share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
  - 4.2.2. Explain what career routes those options could lead to
  - 4.2.3. Provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider).

- 4.2.4. Answer questions from students
- 4.3. Providers/employers are welcome but not entitled to access to students. Access will not be granted if the opportunity/offer from a provider is judged inappropriate, in contravention of EMS policy, or it is not possible to accommodate in a suitable time.

## 5. Destinations and Further Information

- 5.1. The most up to date results and student destinations can be found on our website:  
<https://exetermathematicsschool.ac.uk/ofsted-and-results>
- 5.2. An overview of the academic tutorials, the university application timeline, and an overview of speakers and talks can be found on our website:  
<https://exetermathematicsschool.ac.uk/tutorial-programme/>

## 6. Implementation

### 6.1. Contact

- 6.1.1. A provider wishing to request access should contact Liam Cantle, Assistant Headteacher, Telephone: 01392 429020; Email: [liamcantle@exeterms.ac.uk](mailto:liamcantle@exeterms.ac.uk)

### 6.2. Opportunities for access

- 6.2.1. There are a number of opportunities for lectures, talks, workshops and events that may be suitable for different purposes.
- 6.2.2. We are flexible about timing and are able to put on early and late events for students and parents and the local community.

### 6.3. Safeguarding

- 6.3.1. Upon contact the school will perform checks under the safeguarding/prevent duties as according to the school's policies. Requests from external agencies/organisations are assessed on an individual basis. Organisations without provenance and student-centred benefits will be refused without further consideration. All events featuring speakers are directly supervised by a member of staff. Due to the prior checks on the appropriateness of the bookings there are not likely to be any Prevent issues. Nevertheless it is a serious consideration in all instances.

### 6.4. Facilities

- 6.4.1. The school will make appropriate spaces available for discussions between the provider and students, as according to the activity. The school may be able to provide specialist equipment – e.g. Audio-Visual - to support provider presentations. This will all be discussed and agreed in advance of the visit with the contact named above.
- 6.4.2. Providers are welcome to submit a copy of their prospectus or other relevant course literature in our library.

## 7. Complaints

- 7.1. Any complaints with regards to provider access can be raised following the school's complaints procedure or directly with The Careers & Enterprise Company via [provideraccess@careersandenterprise.co.uk](mailto:provideraccess@careersandenterprise.co.uk)

## 8. Associated Documentation

1. E-safety Policy
2. Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings
3. Prevent Risk Assessment
4. Safeguarding and child protection policy
5. ICT acceptable use agreement
6. Whistleblowing policy

## 9. Monitoring, Review and Evaluation

- 9.1. The Named contact above and Governors of Exeter Mathematics School are responsible for ensuring the regular review of this policy.

## 10. Equality Analysis

The following equality analysis section should be completed by the policy holder as part of every policy review and carries the same date as the main policy. EAs are particularly helpful in revealing any unintended, indirect discrimination.

Under the Equality Act (2010) we have a duty to;

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

We need to consider each protected characteristic individually and in combination. The interaction of different layers of characteristics is called intersectionality. This recognises that the barriers for each group are not homogenous, and instead are a combination of layers of identity interacting. For further detail or to support the completion of the following, please see our equality and diversity policy.

1. <b>Evidence considered</b> <i>What data or other information have you used to evaluate if this proposal is likely to have a positive or an adverse impact upon protected groups when implemented? Where were information gaps, and what steps can you take to remedy these gaps? Can the RM intelligence Dashboard (student counts) provide any insight into which protected characteristics are likely to be affected by the changes?</i>
2. <b>Consultation.</b> <i>How have you consulted staff and student communities and representatives including those from protected groups? What were their views? Who else has been consulted in this proposal?</i>  The original document was informed by government and advocacy group guidance. I have consulted with SLT and the previous author of the Provider Access Policy. The policy will be approved by governors before becoming established.
3. <b>Promoting equality.</b> <i>Does this policy have a positive impact on equality? What evidence is there to support this? Could it do more?</i>  Allowing providers access to talk to our students should promote access to further courses for all students

**4. Identifying the impact of policies**

Identify any issues in the document which could have an adverse impact on the following groups who are protected by the Equality Act 2010:

1. People from different age groups [age]
2. Disabled people [disability]
3. Women and men [sex]
4. Transgender people [gender identity]
5. Lesbians, gay men and bisexual people [sexual orientation]
6. Women who are pregnant or on maternity leave [pregnancy and maternity]
7. People who are married or in a civil partnership [marriage and civil partnership]
8. Religious people or those with strongly held philosophical beliefs [religion and belief]
9. Black and minority ethnic people [ethnicity]

<b>Issue Assessed</b> <i>E.g. policy section or practice.</i>	<b>Protected Group</b>	<b>Impact and Evidence</b> <i>What are the possible impacts on people from the protected groups above, and explain how you have made that assessment. Are these impacts positive or negative?</i>	<b>Justification</b> <i>Can the issue be justified for academic or business reasons? Please explain.</i>	<b>Proposed Action/Timeline</b> <i>If this has a negative impact, what will you do to reduce, minimise or eliminate negative impact? If this has a positive impact, how will you promote, develop or utilise this opportunity?</i>	<b>Person responsible for action(s)</b>
Student access to material	2	Some students may have disabilities that impact their access to material. E.g. hearing or visual impairments	If students are able to access the school then the same adjustments to lessons in accordance to ILPs can be applied for external talks.	We will support students to access material in accordance to their needs. E.g. inviting the speaker to use the hearing loop, sharing/printing resources in a suitable size.	LC/person leading assembly/receptionist/pastoral team
<p><b>5. Monitoring</b> <i>How will you monitor the actual impact that your proposal has had following its implementation? When will you do this?</i></p> <p>This will depend on the current SEND needs in our cohort.</p>					
<p><b>6. Summary</b> <i>Summarise the outcome of this Equality Assessment, and state any actions you will be taking as a result.</i></p> <p><b>This policy is equitable</b></p>					