Yardleys School

WORKING TOGETHER FOR A BETTER FUTURE

PROVIDER ACCESS POLICY

Adopted by Governors:

Signed: ……..

Date: ……..

This policy is reviewed annually:

Review date: ……

POLICY INFORMATION

Date of last review	October 2026	Review period	Annually
Date ratified by governors	Agreed at committee level, due for ratification November 2026	Governors' committee responsible	C&S
Policy owner	Laura Yates	SLT member responsible	Laura Yates
Date of next review	October 2027		

Reviews/revisions

Review date	Changes made	By whom
October 2022	This is a new policy.	Laura Yates
October 2024	An updated reference made to the 'Baker Clause' and the Provider Access Legislation, January 2023. An update on the provider access legislation (PAL) and the number of encounters each 'key phase' will have with providers of apprenticeships and technical education.	Laura Yates
October 2025	Clarification on the latest policies and updates being used to design the policy. Clarification provided, using the Provider Access Legislation (PAL), on the number of statutory encounters and the content of each encounter.	Laura Yates
October 2026	Adjustment of time scale for review. Adjustments of where the careers fair is located within the careers programme within Year 11 and removal of the World Skills Show. Removal of Judith Price and the adding Ana Khan as Careers Coodinator	Ed Lawrence

Dates of linked staff training (if applicable)

Date	Course title	Led by

EQUALITY AND GDPR

All Yardleys' policies should be read in conjunction with our Equal Opportunities and GDPR policies.

Statement of principle – Equality

We will take all possible steps to ensure that this policy does not discriminate, either directly or indirectly against any individual or group of individuals. When compiling, monitoring and reviewing the policy we will consider the likely impact on the promotion of all aspects of equality as described in the Equality Act 2010.

Statement of principle – GDPR

Yardleys School recognises the serious issues that can occur as a consequence in failing to protect an individual adult's or child's personal and sensitive data. These include emotional distress, physical safety, child protection, loss of assets, fraud and other criminal acts.

Yardleys School is therefore committed to the protection of all personal and sensitive data for which it holds responsibility as the Data Controller and the handling of such data in line with the data protection principles and the Data Protection Act (DPA)/GDPR.

Statement of principle – Yardleys Way

Yardleys School treats everyone equally and we value everyone the same irrespective of age; disability; gender reassignment; marriage or civil partnership; pregnancy or maternity; race; religion or belief; sex; and sexual orientation.

Basic Principles

The Yardleys Charter incorporates the key aims, values and ethos of the school and is applicable to all staff and pupils alike. It therefore informs all of our policies and procedures including the Provider Access Policy. A key part of the charter is the 3R's and the school values.







- Be Ready – The Provider Access Policy ensures that Yardleys School meets and exceeds the statutory requirements for careers guidance and ensures the Gatsby Benchmarks are worked towards and achieved in all areas where possible.
- Be Respectful – The Provider Access Policy is an integral part of the whole child approach at Yardleys School and ensures the development of a respectful behaviours and expectations for pupils when meeting external visitors.
- Be Responsible – The Provider Access Policy allows pupils to make informed choices and take responsibility for their post 16 pathway.



Aims and objectives of the Provider Access Policy

This policy sets out Yardleys School's arrangements for managing the access of providers to pupils within our school for the purpose of giving them information about the provider's education or training offer, in line with the Provider Access Legislation updated in May 2025. Yardleys School endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships. It complies with the school's legal obligations under Section 42B of the Education Act 1997, as amended by the Skills and Post-16 Education Act 2022.

Yearly entitlements

Each year group will access the following CEIAG components of the program (as a minimum):

- Year 7 – An age-appropriate Careers, Enterprise and Finance Unit taught through the Yardleys Personal Development Curriculum, the experience of at least one employer link and the use of the Unifrog platform to enable independent Careers guidance and research.
- Year 8 – An age-appropriate Careers, Enterprise and Finance Unit taught through the Yardleys Personal Development Curriculum, the experience of at least one employer link and the use of the Unifrog platform to enable independent Careers guidance and research.
- Year 9 - An age-appropriate Careers, Enterprise and Finance Unit taught through the Yardleys Personal Development Curriculum, the experience of at least one employer link, an interview with a fully trained Careers Advisor focused around their GCSE option choices and the use of the Unifrog platform to enable independent Careers guidance and research.
- Year 10 - An age-appropriate Careers, Enterprise and Finance Unit taught through the Yardleys Personal Development Curriculum, at least one College Taster-day, enrichment activities targeted at Careers Guidance (including a mock

interview and a Careers fair), the experience of at least one employer link through the work experience program and the use of the Unifrog platform to enable independent Careers guidance and research.
- Year 11 - An age-appropriate Careers, Enterprise and Finance Unit taught through the Yardleys Personal Development Curriculum, exposure to a range of Post-16 providers during Parent's evening, the experience of multiple employers and educational institutions through the attendance at the Careers Fair and the use of the Unifrog platform to enable independent Careers guidance and research.

In line with the updated provider access legislation (PAL) the school will also provide at least four encounters with approved providers of apprenticeships and technical education, this will be divided into:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend

To ensure the encounters are meaningful each encounter will include:

- Information about the provider and their qualifications/apprenticeships
- Career pathways linked to those qualifications
- What learning/training with the provider is like
- Opportunities for students to ask questions

Management of Provider access requests

To ensure the school meets the mandatory requirements of Section 42B of the Education Act 1997 (as amended by the Skills and Post-16 Education Act 2022), known as the 'Baker Clause', our school welcomes applications from providers of approved technical education qualifications and apprenticeships for access to the students through the following events:

- Assemblies and workshops
- Parent's Evenings
- Careers Fair

The school will make the main hall, classrooms or private 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 or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature to be used within the Careers Resource Bank within the school library. These resources are available to all students at both break and lunch times.

A provider wishing to request access should contact:

Ana Khan (Careers Co-ordinator)

Telephone: 0121 464 6821

Email: enquiry@yardleys.bham.sch.uk

All access requests are at the Head teacher's discretion and will be based around:

- the impact the event may have on the day to day running of the school
- the benefit of the proposed access to the students 'whole child' development
- ensuring a balanced unbiased program is delivered across the school.