Career Guidance and Provider Access Policy

Henry David Learning

Woodland Rise School

August 2026– August 2028

Reviewed: August 2026
Review: August 2027
Proprietary Body Signed off
ZL & JH

Vision and aims
Our vision is for all Woodland Rise School pupils, regardless of background and circumstance, to make outstanding progress against their respective starting points and achieve appropriate skills and qualifications which will open the door to the future of their choice. We want our pupils to be curious and develop a thirst for knowledge; we want them to be resilient and to value effort; we want them to understand that sometimes failure is an essential part of the learning process and to recognise that developing a positive, 'can do' attitude will help them to set and achieve aspirational goals.

All pupils have an equal entitlement to high quality Careers Education, Information, Advice and Guidance (CEIAG) that helps to prepare them, for choices and transitions affecting their future education, training and employment.

Through our Careers education, Information, Advice and Guidance we aim to:

- Help pupils to develop an understanding of themselves
- Enable pupils to develop a knowledge and understanding of education, training and employment through investigating opportunities available to them at a local, national and international level
- Support pupils in developing and implementing action plans to enable them to take ownership of their own future at and beyond Key Stage 4
- Provide opportunities to develop enterprise and employment skills
- Promote equality of opportunity, challenge stereotyping and support inclusion
- Provide every pupil with, at least, one employer encounter during every school year.

Statutory duty
All schools and academies in England must have regard to the Department for Education statutory guidance on careers guidance and access for education and training providers. [gov.uk]
This requires schools to:

- Provide independent and impartial careers guidance to all pupils in equivalent Years 7–13
- Ensure guidance covers the full range of education and training options, including apprenticeships and technical pathways
- Deliver a careers programme in line with the Gatsby Benchmarks [lancashire...shub.co.uk]
- Ensure careers education is embedded across the curriculum, not limited to PSHE [ucas.com]

Entitlement
Every pupil (equivalent Year 7 to 13) is entitled to high quality careers guidance, as part of their overall education, this raises aspirations and allows pupils to progress to the destination of their choice.
Every pupil is entitled to the following as a minimum:

- A stable careers programme delivered throughout each key stage that is informed by quality labour market information
- The opportunity to have contact with post-16 colleges, sixth forms and other providers
- The opportunity to visit and experience a place of work
- The opportunity to meet and learn from employers
- Access to higher education providers
- Impartial information, advice and guidance from a suitably qualified professional.

As well as this minimum provision each pupil is entitled to careers guidance as appropriate to meet their needs. This guidance will come in several different ways, both formal and informal at appropriate times throughout the school journey.

Gatsby Benchmarks
The school's careers programme is aligned with the **updated Gatsby Benchmarks**, which place greater emphasis on:

- Inclusion and SEND provision
- Use of destination and outcomes data
- Parent/carer engagement
- Strong leadership and whole-school responsibility

Curriculum Integration
Careers education is embedded across all subject areas. The school follows the SkillsBuilder programme so that pupils are explicitly taught and have opportunities to practice transferable skills.
All teachers contribute by:

- Linking curriculum content to real-world careers
- Highlighting employability skills within lessons
- Supporting pupils to understand career pathways linked to their subjects

This reflects updated statutory expectations that **careers learning is a whole-school responsibility**.

Monitoring, Evaluation and Impact
The school will evaluate its careers programme through:

- Gatsby Benchmark assessment
- Pupil voice and feedback
- Destination data (post-16 and post-18 progression)
- Provider feedback
- Ofsted framework expectations

This ensures continuous improvement and compliance with statutory guidance.

Management and delivery
The CEIAG programme is overseen by a member of Senior Leadership Team who reports to the Heads of Centre and the rest of the Senior Leadership Team. As part of a stable CEIAG programme there will be explicit links through the taught curriculum.
The school works with an external provider, Above and Beyond Careers to ensure our practice is up to date and relevant to our pupils.

Equality and diversity
CEIAG is provided to all pupils, and provision is made for all pupils to access the curriculum. Pupils are encouraged to follow career paths that suit their interest, skills, strengths and aspirations with the absence of stereotypes. All pupils are provided with the same opportunities and diversity is celebrated. Our CEIAG provision will seek to address emerging stereotypes that are highlighted within national labour market information.

Careers provision is fully inclusive and tailored to our pupils who each have an EHCP.
Provision includes:

- Personalised guidance
- Supported encounters with employers/providers
- Transition planning with external agencies

Provider Access Statement
Provider Access Legislation (Baker Clause – Updated 2023)
The school complies with the updated Provider Access Legislation (PAL) which came into force in January 2023 under the Skills and Post-16 Education Act 2022.
This requires schools to provide a minimum of six encounters with approved providers of technical education or apprenticeships for all pupils in Years 8–13:

- Two encounters in Years 8–9 (mandatory for all pupils)
- Two encounters in Years 10–11 (mandatory for all pupils)
- Two encounters in Years 12–13 (offered to all pupils, attendance optional)

These encounters must:

- Take place during the school day
- Be meaningful and informative
- Include opportunities for interaction and questions

Meaningful provider encounters
All pupils in equivalent years 8 to 13 are entitled:
• 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 available at each transition point.

• to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, group discussions and taster events.
• to understand how to make applications for the full range of academic and technical courses.
All pupils are entitled to:

- Learn about **technical qualifications (e.g. T Levels)** and apprenticeships
- Meet a **range of providers**, including colleges, training organisations and employers
- Receive **clear application guidance** for both academic and technical routes
- Access at least **six structured provider encounters (as outlined above)**

The school will:

- Avoid bias toward any particular route
- Actively promote **both academic and technical pathways equally**
- Monitor and evaluate the **quality and impact of encounters**

Woodland Rise will plan events throughout the academic year to welcome providers to school and to share key information about their future education, as appropriate.

Management of provider access requests
A provider wishing to request access to our pupils should contact the Assistant Heads of Centre, Ali Lodhi Mohammadalilodhi@henrydavidlearning.co.uk

The school will 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

Opportunities for access
The school will make a classroom or meeting room available for discussions between the provider and pupils, 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 the team. Meaningful online engagement is also an option, and we are open to providers that can provide live online engagement with our pupils. We use MS Teams for this usually.

Policy Review
The Proprietary Body, Heads of Centre and PSHE lead will review this policy in full very two years.
The next scheduled review date for this policy is **August 2028.**
Any changes made to this policy are communicated to all members of the school community.