

1. Aims

1.1.

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.

1.2.

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

2.1.

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.

2.2.

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students.

2.3.

This is outlined in section 42B of the Education Act 1997

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2.4.

This policy shows how our school complies with these requirements.

3. Student entitlement

3.1. All students in years 8 to 11 at Silverdale School and Primary ARP are entitled to:

3.2.

Find out about technical education qualifications and apprenticeship opportunities, as part of our careers programme which provides information on the full range of education and training options available at each transition point

3.3.

Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships

3.4.

Understand how to make applications for the full range of academic and technical courses

4. Management of provider access requests

4.1. Procedure

At Silverdale School and Primary ARP we welcome a wide range of providers into our school to help support the CEIAG provision for all of our students. We have a range of established events throughout the school year to support students in different year groups and cohorts. We welcome new opportunities to work with existing and new external providers to develop innovative and exciting learning experiences for our children.

A provider wishing to request access should contact:

Alan Henny
Assistant Headteacher and Careers Leader

Telephone: 0191 605 3230

Email: alan.henny@silverdaleschoolnt.org.uk

4.2. Opportunities for access

Several events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers. Further details of events/activities and providers are presented within our CEIAG Overviews available in Appendix 1 and on the school website.

4.3. Granting and refusing access

We will always try to provide access wherever possible. Access to students may be granted/refused based on the following criteria:

- The needs of the students
- The needs of the curriculum
- Timing of request (e.g. not during busing exam / assessment periods)
- Timing of the school day
- Nature of request from the provider
- Number of requests received from providers
- Number of requests received for a particular cohort of students
- Quality of previous interactions with our students

This list is not exhaustive, and each access request will be considered on a case by case basis.

The decision to grant or deny access to students will be made by the Headteacher.

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. Please ensure that this policy is accessed and read before requesting access. This policy can be found on the school's website.

4.5. Premises and facilities

The School will make the classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity.

We will also make available ICT facilities and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Lead.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with our Careers Lead who will distribute the relevant information to pupils and place copies in the school's Careers Hub.

5. Monitoring arrangements

5.1.

The school's arrangements for managing the access of education and training providers to students is monitored by **Alan Henny, Assistant Headteacher and Careers Leader** and will be reviewed by the Headteacher and Governing Body.

Appendix 1:

Unit Title	This is Me	Enterprise Project	Amazing Apprenticeships	World of Work	A Hitchhikers Guide	Suited or Booted?
Term	Autumn (a)	Autumn (b)	Spring (a)	Spring (b)	Summer (a)	Summer (b)
No. Weeks	8 Weeks	7 Weeks	6 Weeks	6 Weeks	5 Weeks	7 Weeks
Overview Year 7	<p>In this unit, students will begin to create their 'My Careers Portfolio', creating a profile for themselves, discussing their future career aspirations and visiting and meeting employers in a 'taster' format.</p> <p>Students will consider the future careers they want, matching them to current growth sectors in the North East and link these to opportunities to visit employers, learning about job opportunities available and pathways to gaining employment in these areas to prepare them for their future career pathways.</p>	<p>Students will work as part of a team to produce sellable items relating to Easter. They will brainstorm different ideas, select the four best ideas and conduct a market survey to gauge people's interest, deciding which ideas to pursue and plan their time to enable this to happen.</p> <p>Students will also produce posters to encourage sales of their products in school, producing a stock ready for sale and then selling their products within the school community through their 'Easter Shop'. Students will be responsible for collecting money and issuing receipts. The pupils will calculate the money in money out to calculate profit/loss generated.</p>	<p>In this unit, students will continue to build on their prior knowledge of Apprenticeships from KS2 or be introduced to Apprenticeships. They will gain a greater understanding of what an apprenticeship is, the different types of Apprenticeship roles and what exciting careers they can lead to, matching the job role to the description as well as looking at skills and experiences from Apprentices.</p>	<p>The BBC will form the main employer focus for this unit of work. Students will learn about the history of the BBC and focus on the regional headquarters in Newcastle.</p> <p>As part of the unit, students will visit the BBC for a tour behind the scenes, visiting the news production and radio broadcasting areas, learning about the vast roles and opportunities available within the corporation. Students will create job profiles for roles at the BBC and investigate and match their own skills to those advertised for job roles.</p>	<p>Students will work with the Local Authority's Independent Travel team to further develop their ability to travel independently on a range of public transport. If students are assessed as meeting the criteria, then they will be approved to travel (where applicable) to school on their own.</p> <p>The aim of the unit is to increase student's ability to attend work placements, college, etc. in the future.</p>	<p>A range of Further and Higher Educational establishments will be visited by students so that they can begin to understand and learn about the variety of options available to them Post-16.</p> <p>Students will participate in a range of university Outreach programmes giving them an insight into university life as well as finding out about the academic and extra-curricular activities on offer to students.</p>
Visits/Visitors	<ul style="list-style-type: none"> • Pets at Home • Ouseburn Farm 	<ul style="list-style-type: none"> • Virgin Money • Grainger Market Stall • Nissan Factory Visit • Careers Speed Dating 	<ul style="list-style-type: none"> • Newcastle UXL 	<ul style="list-style-type: none"> • BBC Newcastle tour 	<ul style="list-style-type: none"> • Graham Rowe • Various locations in the local area 	<ul style="list-style-type: none"> • Northumberland College • Newcastle College • Northumbria University

Unit Title	This is Me	Enterprise Project	A Hitchhikers Guide	World of Work	Amazing Apprenticeships	Suited or Booted?
Term	Autumn (a)	Autumn (b)	Spring (a)	Spring (b)	Summer (a)	Summer (b)
No. Weeks	8 Weeks	7 Weeks	6 Weeks	6 Weeks	5 Weeks	7 Weeks
Overview Year 8	<p>In this unit, students will begin to create their 'My Careers Portfolio', creating a profile for themselves, discussing their future career aspirations and</p> <p>Students will consider the future careers they want, matching them to current growth sectors in the North East and link these to opportunities to visit employers, learning about job opportunities available and pathways to gaining employment in these areas to prepare them for their future career pathways.</p>	<p>Students will work as part of a team to produce sellable items relating to Christmas. They will brainstorm different ideas, select the four best ideas and conduct a market survey to gauge people's interest, deciding which ideas to pursue and plan their time to enable this to happen. Students will also produce posters to encourage sales of their products in school, producing a stock ready for sale and then selling their products within the school community through their 'Christmas Shop'. Students will be responsible for collecting money and issuing receipts. The pupils will calculate the money in money out to calculate profit/loss generated.</p>	<p>Students will work with the Local Authority's Independent Travel team to further develop their ability to travel independently on a range of public transport. If students are assessed as meeting the criteria, then they will be approved to travel (where applicable) to school on their own. The aim of the unit is to increase student's ability to attend work placements, college, etc. in the future.</p>	<p>In this unit, students will have opportunities to investigate how work organisations contribute to the community as well as focusing on the aviation sector. They will be given the opportunity to learn about and experience job roles within the aviation sector through a VR headset and explore familiar and unfamiliar jobs as well as being able to describe different types of work and investigate the range of employment in the local area (including any changes in employment trends).</p>	<p>In this unit, students will continue to build on their prior knowledge of Apprenticeships from Year 7. They will gain a greater understanding of what an apprenticeship is, the different types of Apprenticeship roles and what exciting careers they can lead to, matching the job role to the description as well as looking at skills and experiences from Apprentices. They will focus on key skills in jobs as well as looking at the Amazing Apprenticeship website identifying key facts and information they have gained on the Post-16 option.</p>	<p>A range of Further and Higher Educational establishments will be visited by students so that they can begin to understand and learn about the variety of options available to them Post-16.</p> <p>Students will participate in a range of university Outreach programmes giving them an insight into university life as well as finding out about the academic and extra-curricular activities on offer to students.</p>
Visits/Visitors	<ul style="list-style-type: none"> Safetyworks 	<ul style="list-style-type: none"> Careers Speed Dating Grainger Market Stall Nissan Factory Tour Virgin Money 	<ul style="list-style-type: none"> Graham Rowe Various locations in the local area 	<ul style="list-style-type: none"> TLG Consultancy 	<ul style="list-style-type: none"> Newcastle UXL 	<ul style="list-style-type: none"> Northumberland College Newcastle College Northumbria University

Unit Title	This is Me	A Hitchhikers Guide	Amazing Apprenticeships	Enterprise Project	World of Work	Suited or Booted?
Term	Autumn (a)	Autumn (b)	Spring (a)	Spring (b)	Summer (a)	Summer (b)
No. Weeks	8 Weeks	7 Weeks	6 Weeks	6 Weeks	5 Weeks	7 Weeks
Overview Year 9	<p>The aim of this unit is to give pupils an opportunity to think about career planning and their future options. Students are encouraged to reflect on their unique strengths, think about their ambitions and set targets for self-development.</p> <p>Opportunities will be provided to enable students to assess their personal skills and assess their achievements to date.</p> <p>There will be opportunities provided for them to engage with a range of employers and learn how their own skills are interpersonal regardless of the employment type.</p>	<p>Students will work with the Local Authority's Independent Travel team to further develop their ability to travel independently on a range of public transport. If students are assessed as meeting the criteria, then they will be approved to travel (where applicable) to school on their own.</p> <p>The aim of the unit is to increase student's ability to attend work placements, college, etc. in the future.</p>	<p>In this unit, students will continue to build on their prior knowledge of Apprenticeships from Year 8. They will gain a greater understanding of Apprenticeships, focusing specifically on which school subjects can lead to an Apprenticeship. They will also further develop their employability skills and characteristics and focus on creating profiles of famous apprentices as well as identifying apprenticeship opportunities within 20 miles of their home address to secure their knowledge and understanding of travel distance to and from work.</p>	<p>Students will work as part of a team to produce sellable items relating to Easter. They will brainstorm different ideas, select the four best ideas and conduct a market survey to gauge people's interest, deciding which ideas to pursue and plan their time to enable this to happen.</p> <p>Students will also produce posters to encourage sales of their products in school, producing a stock ready for sale and then selling their products within the school community through their 'Easter Shop'. Students will be responsible for collecting money and issuing receipts. The pupils will calculate the money in money out to calculate profit/loss generated.</p>	<p>In this unit, students will learn about the different employment sectors, types of jobs and how employment sectors often rely on each other.</p> <p>Students will also explore familiar and unfamiliar jobs as well as being able to describe different types of work and investigate the range of employment in the local area (including any changes in employment trends).</p> <p>The unit will focus specifically on the Growth Sector of Advanced Manufacturing, incorporating key companies including Go North East and Nissan.</p>	<p>Students will participate in 'A Day at (University Name) which gives students the chance to tour the campus and meet current students as well as investigating various routes into Higher Education with a focus on their GCSE options.</p> <p>Staff from Sixth Form Colleges, Colleges and Universities will hold Q & A sessions to enable them to gain a greater understanding of the opportunities available to them as well as support them in the KS4 pathways.</p>
Visits/ Visitors	<ul style="list-style-type: none"> Aston Martin Garage Safetyworks 	<ul style="list-style-type: none"> Careers Speed Dating Go North East Depot Visit Nissan Factory Visit Newcastle Falcons Rugby Club 	<ul style="list-style-type: none"> Newcastle UXL 	<ul style="list-style-type: none"> Virgin Money Grainger Market Stall 	<ul style="list-style-type: none"> Go North East 	<ul style="list-style-type: none"> Northumberland College Newcastle College Northumbria University Sunderland University

Unit Title	Your Careers Pathway	WoW Encounters	You're Hired!	When You Wish Upon A Star ...	So Long. Farewell!
Term	Autumn (a)	Autumn (b)	Spring (a)	Spring (b) / Summer (a)	Summer (b)
No. Weeks	8 Weeks	7 Weeks	6 Weeks	12 Weeks	7 Weeks
Overview KS4	<p>In this unit, students will begin to create their 'My Careers Portfolio', creating a profile for themselves, completing aptitude tests and matching their skills to their future careers.</p> <p>Students will learn about Labour Market Information (LMI) and consider the future careers they want, matching them to current growth sectors in the North East, discussing how/if they match or not and the implication this may have on themselves.</p> <p>There will be opportunities to search for job opportunities in the region as well as visiting employers, learning about job opportunities available and pathways to gaining employment in these areas.</p>	<p>Students will learn about the different types of Apprenticeships available to them and register for the Apprenticeship Portal as well as attending the Apprenticeship Careers Fair. They will have encounters with Colleges in the local area as well as Universities, meeting students from all areas.</p> <p>They will visit a range of employers in key sectors within the local area and carry out their own research into roles available within each sector/organisation, adding to their prior knowledge of LMI within the North East.</p>	<p>In this unit students will learn how to prepare for employment. They will look at person and job specifications, identifying and matching their own skills and abilities to the jobs, write their own CV and letter of application as well as practising writing an application form for a job.</p> <p>Students will be given opportunities to prepare and learn interview techniques as well as learning about Health and Safety requirements in the workplace.</p>	<p>The focus of this unit is on Disney. There will be opportunities to learn about the history of the Disney business, beginning with 'It Started with a Mouse' motto continuing up to the Disney Parks development and look at Disney's global markets and the similarities between the UK and the rest of the world.</p> <p>They will use a current Disney film and demonstrate how branding and licensing are important globally to the company, evaluating Disney's global dominance, considering whether it is fulfilling audience demands or simply an example of global media power and dominance?</p> <p>Students will also research and compare business models against the unique Disney model whereby all staff are 'Cast Members', comparing their skills to Disney career opportunities available within the company.</p>	<p>Students will begin the transition process preparing them for Year 11 and their Post-16 pathways, updating and reviewing their Action Plans.</p> <p>Students will identify and compare the financial costs of post-16 provision routes, identifying the best route for them and considering funding available to them to help with the transition e.g. apprenticeship vs. college route.</p> <p>There will be opportunities for students to meet Silverdale alumni and learn about their Post-16 experiences to help them better prepare for their own pathways in the future.</p>
Visits/ Visitors	<ul style="list-style-type: none"> • Job Centre/DWP • Northumberland College • Careers Fair • Military College Prep. 	<ul style="list-style-type: none"> • Newcastle UXL • Apprenticeship Fair • Newcastle Aviation College • Steve Shaw, NEMTA • Barnados – Youth Village • N'cle Falcons Rugby Club 	<ul style="list-style-type: none"> • Mock Interviews • Emma Watson (HR Advisor) • Future Focus Careers Event 	<ul style="list-style-type: none"> • Disneyland Paris Residential 	<ul style="list-style-type: none"> • Northumberland College • Newcastle College • Northumbria University • Alternative provision • Parent/Carers Safari • Connexions