

Provider Access Policy Statement

(To include The Department of Education, July 2021: “Baker Clause” and the Provider Access Legislation, January 2023)

Ownership: Tulip Academy, Spalding

Date updated: March 2023

Rationale

High quality careers education and guidance in school or college is critical to young people’s futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

For our learners, ‘Careers Education’ has a differentiated meaning, dependant on pupil need and ability. We are a special school and cater for children and young adults with a variety of needs and abilities, ranging from moderate learning difficulties through to multiple and profound learning difficulties and complex health care needs.

For our learners and all other stakeholders, careers education has the meaning of an “appropriate and fulfilling destination after school”.

Commitment

At Tulip Academy Spalding, we strive to ensure all pupils are fully prepared for adulthood and life after school. This preparation takes many forms, due to the complex and bespoke needs and abilities of our pupils.

We recognise that effective careers learning contributes to raising aspirations, improving motivation and overcoming barriers to success regardless of ability. As such we prepare our students for the next stage of their life whether that be in education, living, experiences, careers and beyond. Detailed information regarding our Career Education provision can be found within our Career Education Policy.

(insert link for Career Education Policy)

Despite destinations being varied for our pupils Post 16 and 19, we ensure the transition process is rigorous and individual, to cater for our pupil’s bespoke needs. Transition meetings, in addition to EHCP Review meetings, are held with parents/carers and external professionals.

Annual Careers Days are held in school, with external business and professionals visiting to broaden the range of experiences for our pupils.

For Post 14 pupils and their families we offer annual Transitions Fayres held in school on the same evening as Parent Consultation Evenings. All parents/carers are invited to gain information from a variety of provisions. All Post 14 pupils also access a rolling programme of inclusion at Boston College, Stamford College and/or adult social care provision in the local community. This supports our pupils, their parents/carers and staff at school to make informed decisions regarding appropriate adult social care provision and/or further education settings, and the courses pupils would like to study Post 16/Post 19.

The impact of this robust transition process is that successful placements are secured in alternative provision once pupils leave Tulip Academy Spalding. Further information on the recent school leavers, can be found within the Destination for Leavers document.

(insert link for Destination of Leavers document)

Tulip Academy endeavours to ensure that all students for whom it is applicable, are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: “Baker Clause”: supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

Aims

The school’s Provider Access Document has the following aims:

- To develop the knowledge and awareness of our learners of all career pathways available to them, including technical qualifications and apprenticeships.
- To support learners to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.
- To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training), for those for whom it is appropriate.
- To ensure all learners have an appropriate destination Post 16 and/or Post 19, best suited their needs, abilities, likes and interests.

Student Entitlement

Tulip Academy fully supports the statutory requirement for students to have direct access to other providers of adult social care, further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships, where appropriate to pupil’s needs and abilities.

All pupils will have at least six encounters with local business/employers, further education settings and/or adult social care settings. This will be achieved through whole campus careers days, inclusion at Boston College, external work experience and bespoke inclusion packages to adult social care settings.

Development

This policy has been developed and is reviewed annually Claire Moore, Senior Deputy Head Teacher and Careers Leader and Line Manager, Matt Bloodworth-Flatt based on current good practice guidelines by the Department for Education.

Links with other Policies

This policy supports and is underpinned by key school policies including those for Careers, Child Protection, Equality and Diversity, and SEND.

Equality and Diversity

Access to other providers is available and promoted to allow all learners and their parents/carers to access information about other providers of further education and aspects of adult social care. Tulip Academy is committed to encouraging all learners to make decisions about their future based on impartial information and supports learners and parents/carers.

Requests for Access

Requests for access should be directed to Claire Moore, Senior Deputy Head Teacher and Careers Leader. Claire Moore may be contacted by telephone or email; claire.moore@tulip-cit.co.uk or telephone; 01775725566, Option 2 Springview Campus.

Grounds for Granting Requests for Access

Access will be given for providers to attend during school assemblies, timetabled Careers or Life lessons, and Careers Days that Tulip Academy is arranging. Learners may also travel to visit another provider as part of the trip to be organised in partnership with Tulip Academy.

Details of Premises or Facilities to be provided to a Person who is given Access

Tulip Academy will provide an appropriate room or assembly hall, to be agreed. All rooms will have the equipment required, where accessible. Computer rooms can also be arranged. The Careers Leader or Careers Adviser will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of the Careers Team who will facilitate.

Live/Virtual encounters

Tulip Academy consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

Parents and Carers

Parental/carer involvement is encouraged, and parents/carers may be invited to attend the events to meet the providers.

Management

The Careers Leader, Claire Moore, Senior Deputy Head Teacher, coordinates all provider requests and is responsible to her senior management line manager; Matt Bloodworth-Flatt, Head Teacher. In addition, Claire Moore shares provider requests with the Senior Leadership Team during formal Senior Leadership Meetings.

Complaints Procedure

Any complaints about this policy should be raised to Claire Moore, email:

claire.moore@tulip-cit.co.uk

Claire Moore will raise the complaint to Matt Bloodworth-Flatt, Head Teacher.

Monitoring Review and Evaluation

The Policy is monitored and evaluated annually by the Senior Leadership Team.

Policy Coordinator: Claire Moore

Policy Reviewed: March 2023

Appendix One

Providers who have been invited into Tulip Academy to date include:

| Sector | Examples |
|--------------------------|--|
| Further Education | Boston College Grantham College Stamford College Young People's Learning Provision (YPLP), Spalding |
| Adult Social Care | The Chappell Centre, Spalding SENSE, Pinchbeck County Care, Holbeach Toynton Hall, Spilsby Capricorn Cottage, Fleet |
| Businesses/Organisations | Morrisons Woodlands Hotel Munchkins Kindergarten Fun Farm Baytree Garden Centre Costa Coffee Springfields Shopping Centre and Gardens Spalding Railway Station Gibbs Shoes The Fire Service The Police Service Rutland Agricultural Society |

Appendix Two

Destinations of previous pupils from Tulip Academy include:

| Academic Year | Destinations |
|---------------|---|
| 2021 - 2022 | Boston College Young Person's Learning Provision |
| 2020 - 2021 | |
| 2019 - 2020 | Boston College Stamford College The Chappell Centre |