

# Inspire - Enable - Achieve



## Stocklake Park School Provider Access Policy Statement and Provider Access Legislation (PAL)

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Signed:

Careers Leader

Date June 2025

Senior Leadership Team

Date 8th January 2026

Governing Board

Date 11th January 2026

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## 1. Aims

At Stocklake Park we aim to provide all students from year 8 to 13 with meaningful opportunities to explore a wide range of future opportunities.

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. 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 provider who is given access

As a school we aim to:

- Develop knowledge and awareness among our students of all career pathways available to them, including technical qualifications, apprenticeships and social care opportunities
- Support students in learning more about opportunities for education, training and social care outside of school, before they make crucial choices about their future options
- Reduce drop-out from provisions and avoid the risk of students becoming NEET (not in education, employment or training) after leaving school

## 1B. Provider Access Legislation

This document sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer.

Provider Access Legislation (PAL) is a statutory requirement introduced in January 2023, revised in September 2025 that strengthens the original Baker Clause.

It ensures that all students in Years 8 to 14 have meaningful encounters with providers of technical education and apprenticeships. PAL is designed to support and enhance the delivery of the Gatsby Benchmarks, particularly Benchmark 7 (Encounters with Further and Higher Education) and Benchmark 8 (Personal Guidance).

The curriculum supports the delivery of the Gatsby Benchmarks by embedding careers-related learning into personalised pathways across all key stages. Each year group engages with careers education in a way that reflects their learning profile (pre-formal, semi-formal, formal) and developmental stage.

This policy ensures compliance with the Provider Access Legislation, giving all students—regardless of need—the opportunity to learn about technical education, apprenticeships, and vocational pathways. It reflects our commitment to inclusive careers education aligned with the Gatsby Benchmarks and EHCP outcomes.

## 2. Statutory requirements

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.

Schools must provide a minimum of 6 encounters with technical education or training providers to all students in years 8 to 13 (see more detail in section 2.1 below).

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

This is outlined in:

- Section 42B of the [Education Act 1997](#)
- [Education and Skills Act 2008](#)
- [The School Information \(England\) Regulations 2008](#)
- The [Skills and Post-16 Education Act 2022](#)
- Guidance from the Department for Education (DfE) on [careers guidance and access for education and training providers](#)

This policy shows how our school complies with these requirements.

## 3. Student entitlement

All students in years 8 to 13 at Stocklake Park are entitled to:

- Find out about further education training, technical education qualifications, apprenticeship opportunities and social care opportunities as part of our careers programme, which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships, e.g. through activities and events such as options events, community visits, assemblies and taster events, and drop-down days.
- Be supported in how to make applications for the full range of academic and technical courses as appropriate
- Have a minimum of 6 encounters with providers

These encounters must happen for a reasonable period of time during the standard school day.

As a school we can provide complementary experiences but encounters outside of school hours won't count towards these requirements.

Stocklake Park is committed to preparing students for adulthood through a curriculum that is both aspirational and accessible, we offer our students the encounters set out above, in line with the requirements

Our sixth form curriculum is built around OCR Life and Living Skills, which supports the development of practical, social, and employability skills. These encounters are carefully planned to complement the curriculum and EHCP outcomes, ensuring relevance and impact.

We comply with the six-encounter requirement by:

- **Integrating provider visits** into curriculum themes such as Community, Enterprise and Life Skills.
- Hosting career and transition events where students meet local colleges, supported internship providers, and training organisations.
- Organising workplace visits and employer talks, adapted to meet sensory and communication needs.
- Collaborating with external providers to deliver workshops on independent living, travel training, and vocational pathways.
- Embedding encounters into OCR units.
- Ensuring encounters are documented and reviewed as part of each student's learning journey, and EHCP annual review.

Access to providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. We are committed to encouraging all students to make decisions about their future based on impartial information.

### **Gatsby Benchmarks in Practice**

- Across all key stages, we embed Gatsby Benchmarks through:
- A stable careers programme tailored to students
- Accessible labour market information and employer engagement.
- Individualised planning linked to EHCPs.
- Curriculum integration of careers themes.
- Real-world experiences including work-related learning and community visits.
- Encounters with education providers and transition support.
- Personalised careers guidance through internal and external professionals.

### **Students in year 8 and 9**

All students in these year groups are offered:

- 2 encounters with education, training providers and/or social care providers
- Mandatory for all students
- Encounters can take place any time during year 8, and between 1 September and 28 February during year 9
- Students begin to explore the world of work through experiential learning, themed curriculum days, and community engagement.

- Careers education is introduced through PSHE, Life Skills, and cross-curricular projects, with a focus on self-awareness and aspirations.
- Benchmark activities include encounters, career-themed lessons, and community-based learning.

**Students in Years 8 – 9 should expect one weeks' worth of work experience activities - these can be broken down as appropriate and meaningful to the student.**

### **Students in year 10 and 11**

All students in these year groups are offered, as a minimum:

- 2 encounters with education, training providers and/or social care providers
- Mandatory for all students
- Encounters can take place any time during year 10, and between 1 September and 28 February during year 11
- Students continue to explore the world of work through experiential learning, themed curriculum days, and community engagement.
- Careers learning becomes more targeted, with vocational tasters supporting real-world understanding.
- Students can access workplace visits, Post 16 provision events and experience transition planning aligned with EHCP outcomes.
- Curriculum links to careers are strengthened through enterprise projects and community-based learning.
- For students with more complex needs, these opportunities are adapted to ensure accessibility and meaningful engagement. Experiential learning might include sensory-based work-related activities, themed days that focus on practical life skills, and supported community visits to build confidence in real-world settings. Careers learning becomes highly individualized, with vocational tasters delivered in familiar environments and supported by trusted staff to reduce anxiety and promote understanding. Workplace visits and Post-16 events are carefully planned with additional preparation, visual supports, and familiar adults to ensure a positive experience. Transition planning is embedded throughout, aligned with EHCP outcomes, and includes multi-agency collaboration to address health, care, and independence goals. Enterprise projects and community-based learning are tailored to develop communication, social interaction, and functional skills, ensuring every student can participate at their own level.

**Students in Years 10 – 11 should expect one weeks' worth of work experience placements - these can be broken down as appropriate and meaningful to the student.**

### **Students in year 12, 13 and 14**

All students in these year groups are offered, as a minimum:

- 2 encounters with education, training providers and/or social care providers

- Students can choose to attend
- Encounters can take place any time during year 12, and between 1 September and 28 February during year 13
- The Sixth Form curriculum is fully aligned with Preparing for Adulthood outcomes and embeds OCR Life and Living Skills to support independence, employability, and community inclusion.
- Students engage in supported work experience, college visits, and career-focused pathways, with differentiated support and multi-agency input.
- Careers education is personalised, with clear progression routes into post-19 provision, supported internships, or adult services.
- Number of Encounters: School must offer at least two encounters with approved providers during this phase. These encounters are mandatory for the school to arrange, but optional for students to attend.
- Purpose: These sessions help students understand post-18 options, such as apprenticeships, day services, and other vocational pathways.

### **3.1 Meaningful encounters with providers**

At Stocklake Park School, we are committed to ensuring that all students, regardless of need or ability, have access to meaningful and personalised encounters with a range of education, training, social care, and employment providers. These experiences are carefully planned to be accessible, purposeful, and aligned with the curriculum.

A meaningful encounter:

- Is accessible and inclusive, using communication methods, sensory adaptations, and support strategies appropriate to each learner.
- Allows students to explore what it is like to learn, develop, and succeed in a different setting—whether that’s a college, training provider, or workplace.
- Includes interaction with both staff and students, helping build a realistic picture of the environment.
- Has a clear and personalised purpose, linked to curriculum themes such as developing skills for the workplace
- Is underpinned by learning outcomes that are meaningful and achievable for each student, often linked to OCR Life and Living Skills units (Sixth Form).
- Provides information in accessible formats about the provider’s offer, including courses, qualifications, support available, and progression routes.
- Describes what learning or training is like, using visual aids, videos, or supported visits to help students understand expectations and routines.
- Is followed by structured reflection, where students can process and communicate what they learned, how they felt, and what next steps they might take—this may be through discussion, symbols, photos, or supported writing.

PAL must be delivered in an inclusive and accessible way, ensuring:

- Encounters are adapted to learner profiles (pre-formal, semi-formal, formal)
- Additional support is provided where needed (e.g., visual aids, sensory-friendly formats)
- Opportunities are equally available to all students, including those with complex needs
- Sessions delivered in groups or 1:1 with familiar staff.
- Use of visual supports, social stories, and sensory-friendly environments.
- Multi-agency involvement for health and care planning.

## **4. Management of provider access requests**

### **4.1 Procedure**

A provider wishing to request access should contact Hannah Zerdzinska, Assistant Head and Careers Leader

Telephone: 01296 423507

Email: [hzerdzinska@thevalefederation.com](mailto:hzerdzinska@thevalefederation.com)

### **4.2 Information we ask from providers**

As a school we ask each provider to provide the following information for our students:

- Information about the provision and the approved qualifications, apprenticeships or services they offer
- Information about what careers those qualifications and apprenticeships can lead to
- What learning, training or services is like
- Answers to any questions from students

### **4.3 Opportunities for access**

There are a number of events, integrated into our careers programme, that offer providers an opportunity to come into school to speak to students and/or their parents/carers.

Please speak to our Hannah Zerdzinska, Assistant Head and Careers Leader, to identify the most suitable opportunity for you.

### **4.4 Live online encounters**

We will consider requests for live online encounters with providers, which may be broadcast into classrooms or the school assembly hall. We will need to carry out technology checks in advance to make sure systems are compatible.

### **4.5 Granting and refusing provider access requests**

Each access request will be considered on a case-by-case basis.

We will grant access requests where there is opportunity for a positive contribution to our careers programme and experience of our students.

#### **4.6 Safeguarding**

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors. You can find the policy on the school website.

Education and training providers will be expected to adhere to this policy.

#### **4.7 Premises and facilities**

We are able to make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity.

The school can also make visuals / AAC, ICT and other specialist equipment available to support presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Leader.

Providers will be met and supervised by a member of staff who will facilitate their visit.

### **5. Working with parents and carers**

We aim to involve parents and carers in our careers programme and welcome your attendance at external post provision events and our Preparation for Adulthood event. Parents / Carers are informed about upcoming event and LMI (Labour Market Information) via our parent bulleting, letters, home, posters and email.

If you would like to speak to the school about encounters with providers, please contact the Careers Advisor.

We also welcome feedback from parents and carers to help improve our offer of encounters with providers.

### **6. Previous providers**

In previous years we have invited the following providers from the local area to speak to our students in school and at our events:

- > Oaklands College
- > MacIntyre
- > New Meaning
- > Central Training Group
- > Inclusion Project
- > Aylesbury Motors

- > EKFB
- > Balfour Beauty
- > Mission Employable
- > Bucks College Group

## **7. Student destinations**

Our student destination data can be found on the school website and is updated annually.

## **8. Complaints**

Any complaints related to provider's access can be raised following the school complaints procedure.

## **9. Monitoring arrangements**

Our school's arrangements for managing the access of education and training providers to students are monitored by Hannah Zerdzinska, Assistant Head and Careers Leader