

# Options Autism



## **Provider Access Policy**

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**Policy Folder:  
Curriculum**

# **Overton School: Provider Access Policy Statement**

**Ownership: Overton School**

**Date updated: September 2026**

## **1. Rationale**

High-quality careers education, information, advice and guidance (CEIAG) is critical to young people's futures. It helps learners understand the world of work, the routes into employment and the education and training pathways that may support their interests, strengths and aspirations.

Overton School is committed to ensuring that learners receive impartial and accessible information about the full range of progression routes, including further education, technical education, apprenticeships, supported internships, employment, volunteering and other appropriate post-16 and post-18 options.

The school recognises the importance of preparing learners for adulthood and supporting them to develop self-development, employability, independence and career-management skills. Careers provision will be adapted to learners' individual needs, including SEND, EHCP outcomes, communication profiles, sensory needs and preparation-for-adulthood goals.

## **2. Legislative and statutory framework**

This policy should be read alongside the school's current careers, safeguarding, equality, SEND, curriculum, educational visits, health and safety and data protection policies.

The policy has regard to the Department for Education's statutory guidance, Careers guidance and access for education and training providers, updated 23 June 2026. The guidance refers to duties under the Education Act 1997, as amended, the Skills and Post-16 Education Act 2022 and related regulations.

- Provider Access Legislation, commonly known as the Baker Clause, requires applicable schools to provide opportunities for providers of technical education and apprenticeships to access pupils.
- For maintained schools and academies in England, the statutory guidance sets out a minimum of six provider encounters across Years 8 to 13: two in the first key phase, two in the second key phase and two in the third key phase.
- The school will confirm with its proprietor, governing body and/or trust whether the statutory six-encounter duty applies directly to Overton School's legal status and provision. Where it applies, the school will plan, deliver and record the encounters in accordance with the statutory requirements. Where it does not apply directly, the school will nevertheless seek to provide an equivalent and meaningful entitlement wherever appropriate.
- Provider encounters should take place during the standard school day, for a reasonable period, and should be accessible and appropriate for learners with SEND.
- The school will ensure that providers are asked to explain their organisation, relevant approved technical qualifications or apprenticeships, possible career outcomes and what learning or training with the provider is like.
- Careers guidance will be impartial, inclusive and based on the best interests of learners, without favouring academic, technical or vocational routes.

## **3. Commitment**

Overton School is committed to ensuring that a range of education and training providers have appropriate

opportunities to access learners to inform them about technical education qualifications, apprenticeships and other progression routes.

The school will act impartially and will not show bias towards any particular route, institution or provider. Access arrangements will take account of the needs, aspirations, age, developmental stage and individual circumstances of learners.

The school will work with providers, parents/carers, the Careers & Enterprise Company, the local Careers Hub and other relevant partners to support meaningful encounters and positive destinations.

#### **4. Aims**

- Develop learners' knowledge and awareness of the full range of education, training and career pathways available to them.
- Ensure learners understand technical qualifications, apprenticeships and other vocational and employment-related routes.
- Provide opportunities to meet providers before learners make significant decisions about their future.
- Support learners to make informed, realistic and aspirational choices based on impartial information.
- Reduce the risk of disengagement, course withdrawal and young people becoming NEET.
- Support preparation for adulthood, independence, employability and positive destinations.
- Ensure that access to information is equitable and appropriately adapted for learners with SEND.

#### **5. Student entitlement**

Overton School will provide learners with a planned programme of encounters and information about education, training and employment pathways. This may include:

- Assemblies and presentations during National Apprenticeship Week, National Careers Week and other appropriate events.
- Provider visits during timetabled Careers, Life Skills, Personal Development or curriculum lessons.
- Careers fairs, raising aspirations events and small-group sessions.
- Visits to colleges, training providers, employers and other post-16 or post-18 settings.
- Live or virtual encounters, where appropriate and accessible.
- Opportunities for parents/carers to engage with information and providers.

The school will maintain a record of provider encounters, including the date, year group or learner group, provider, pathway discussed, accessibility arrangements and any follow-up actions.

#### **6. Provider encounters and minimum content**

Where an encounter is intended to contribute to the statutory provider access requirement, the school will ensure that the encounter is planned and recorded against the relevant key phase and statutory timing.

- First key phase: two encounters during Year 8, or between 1 September and 28 February of Year 9.
- Second key phase: two encounters during Year 10, or between 1 September and 28 February of Year 11.
- Third key phase: two encounters during Year 12, or between 1 September and 28 February of Year 13, where applicable.

The school will encourage learners to attend encounters. Where the statutory framework identifies attendance as optional for the third key phase, the school will still actively promote participation and provide appropriate support.

Encounters will include, as appropriate:

- Information about the provider.
- Approved technical education qualifications or apprenticeships offered.
- Potential careers and progression routes associated with those qualifications or apprenticeships.
- Information about the learning or training experience, including entry requirements, support and expectations.
- Opportunities for learners to ask questions.

## **7. Development and review**

This policy is developed and reviewed annually by Samantha Clarke, Careers Lead, in consultation with the Headteacher/Head of School and relevant senior leaders. The policy will be checked against the latest Department for Education statutory guidance and any relevant trust or proprietor requirements. The next scheduled review is November 2027, or earlier if legislation, statutory guidance, school status or local arrangements change.

## **8. Links with other policies**

This policy supports and is underpinned by the school's:

- Careers and CEIAG policy.
- Safeguarding and child protection policy.
- Equality, diversity and inclusion policy.
- SEND policy and EHCP procedures.
- Curriculum and personal development policies.
- Educational visits, risk assessment and health and safety policies.
- Data protection and privacy policies.
- Complaints policy.

## **9. Equality, inclusion and accessibility**

Access to providers will be available and promoted fairly. The school will make reasonable and proportionate adjustments to enable learners with SEND to participate meaningfully.

- The Careers Lead will consult with the SENCO, teaching staff, families and relevant professionals where additional support is required.
- Encounters may be adapted through smaller groups, visual information, additional preparation, communication support, sensory adjustments, accessible venues or alternative methods of engagement.
- No learner will be excluded from meaningful careers information solely because of disability, additional needs or communication differences.
- Provider information will be presented in an accessible and age-appropriate format.

## **10. Requests for access**

Requests for access should be directed to Samantha Clarke, Careers Lead.

Email: [Samantha.clarke@overtonschool.org.uk](mailto:Samantha.clarke@overtonschool.org.uk)

Telephone: 01584 707091

Requests should include the provider's name, proposed activity, intended learner group, preferred dates, duration, learning objectives, accessibility requirements and any safeguarding or technical considerations.

## **11. Grounds for granting or refusing requests**

Access will normally be considered for assemblies, timetabled Careers or Life Skills lessons, curriculum-linked activities, careers events, raising aspirations events, visits and other planned enrichment opportunities.

Requests will be considered in relation to:

- Relevance to learners' needs, curriculum and career development.
- Impartiality and the range of pathways represented.
- Safeguarding, suitability and provider checks.
- Available time, staffing, facilities and operational arrangements.
- Accessibility and reasonable adjustments.
- Whether the activity duplicates existing provision or creates an imbalance in the information offered.

The school may refuse or defer a request where safeguarding, suitability, timing, accessibility, operational or curriculum considerations cannot be adequately addressed. Reasons will be recorded and, where appropriate, an alternative arrangement may be suggested.

## **12. Premises, facilities and supervision**

Overton School will provide an appropriate room, classroom or assembly hall, subject to availability and suitability. Facilities may include computers, projectors, screens and computer rooms where required.

The Careers Lead or an Independent Careers Adviser will liaise with the provider to confirm the facilities and arrangements needed for the intended audience.

Providers will be met and supervised in accordance with the school's safeguarding procedures. Appropriate checks, risk assessments and visitor procedures will be completed before the encounter. Providers must follow the school's safeguarding, confidentiality, behaviour and health and safety expectations.

## **13. Live and virtual encounters**

The school may arrange live online encounters where these are suitable for the learners and the intended outcomes. Online encounters may be broadcast into classrooms or the assembly hall.

- Technology and connectivity will be checked in advance.
- The provider and school will agree the platform, timings, content, interaction arrangements and contingency plan.
- Safeguarding, privacy, recording and data protection requirements will be confirmed before the event.
- Accessibility needs will be considered, including captions, visual supports, communication needs and opportunities for questions.

## **14. Parents and carers**

Parental and carer involvement is encouraged. Parents/carers may be invited to attend events, receive information about providers or participate in discussions about progression and preparation for adulthood, where appropriate.

The school will seek to communicate key progression opportunities in accessible formats and will work with families to support informed decision-making.

## **15. Management and responsibilities**

- The Careers Lead coordinates provider requests, the annual programme, records of encounters and policy review.

- The Headteacher/Head of School provides oversight and ensures that the policy is implemented within the school's governance arrangements.
- The SENCO and relevant staff support accessibility and reasonable adjustments for learners with SEND.
- The safeguarding lead advises on visitor suitability, safeguarding arrangements and reporting procedures.
- Staff supporting encounters ensure that learners are prepared, supervised and given opportunities to reflect on what they have learned.
- The school will review the range of providers to ensure that learners receive balanced information about academic, technical, vocational and employment routes.

## **16. Complaints procedure**

Complaints about this policy or the implementation of provider access arrangements should be raised with Samantha Clarke, Careers Lead, at [Samantha.clarke@overtonschool.org.uk](mailto:Samantha.clarke@overtonschool.org.uk).

Where appropriate, Samantha Clarke will escalate the complaint to Nicola Chokkuea, Head of School, in line with the school's complaints procedure.

## **17. Monitoring, review and evaluation**

The policy and provider access programme will be monitored at least annually. Monitoring will consider:

- Whether planned encounters have been delivered and recorded.
- Whether learners have had meaningful access to a range of providers and pathways.
- Whether provision has been accessible and appropriately adapted for learners with SEND.
- Feedback from learners, parents/carers, staff and providers.
- The balance and impartiality of information provided.
- Learner destinations, progression and preparation-for-adulthood outcomes, where available.

Policy coordinator: Samantha Clarke

Careers Lead: Samantha Clarke

Policy updated: September 2026

Next review: September 2027

## **Appendix 1: Providers invited to Overton School**

- Anna Featherstone – Independent Careers Adviser
- Kay Vernon – Independent Careers Adviser
- Shrewsbury 6th Form College
- Hereford Art College

## **Appendix 2: Destinations of previous pupils**

- Ludlow College
- Hereford College
- Holme Lacey College

## **Appendix 3: Annual provider access planning record**

The school should maintain a separate annual record showing:

- Date and year group/learner group.
- Provider and type of provision.

- Key phase and statutory encounter status, where applicable.
- Content delivered and questions addressed.
- Accessibility and reasonable adjustments.
- Staff responsible and safeguarding arrangements.
- Learner and provider feedback.
- Follow-up actions and evaluation.

**Reference**

Department for Education (updated 23 June 2026), Careers guidance and access for education and training providers. The school should check the current GOV.UK version at each annual review.



**Outcomes  
First  
Group.**

**Acorn Education**  
**Momenta Connect**  
**Options Autism**