



**School Provider Access Statement  
&  
Careers Programme**

# **Meadowfield School Provider Access Statement**

## **Introduction**

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. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

## **Pupil entitlement**

All pupils in years 7-13 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, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

For pupils of compulsory school age, these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (Year 7 to 9) and two encounters for pupils during the 'second key phase' (year 10 – 11).

For pupils in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.

These provider encounters will be scheduled during main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offer
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from pupils

## **Meaningful Provider Encounters**

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the Making it meaningful checklist.

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

## **Management of provider access requests**

### **Procedure**

A provider wishing to request access should contact:

Liz Hymus (Careers Lead) or Lisa Alexander (work Experience and Community Link Lead).

Telephone: 01795 477788 / 01795 342147

Email: [liz.hymus@meadowfield.kent.sch.uk](mailto:liz.hymus@meadowfield.kent.sch.uk)  
[workexperience@meadowfield.kent.sch.uk](mailto:workexperience@meadowfield.kent.sch.uk)

## Opportunities for access

The school offers the six provider encounters required by law and a number of additional events, integrated into the school curriculum and careers programme, will offer providers an opportunity to come into the school to speak to learners and/or their parents/carers that are promoted on our school website, social media and Weduc. Please speak to our Work Experience and Community Link Lead, Lisa Alexander.

## Safeguarding

The school policy on safeguarding sets out the school's approach to allowing providers into the school as visitors to talk to our learners. Education and training providers will be expected to adhere to this policy. Please refer to the safeguarding policy that can be found on the website for further guidance.

## Premises and Facilities:

Once visits have been agreed, the school will provide appropriate facilities to facilitate the visit, along with any equipment requested by the provider, where it is available. Sessions can be held in different venues according to the number of learners and the requirements of the provider. Visits will be held in dining hall where more space is required or sometimes in a classroom, library or intervention room with a smaller group. We are happy to work with providers to provide any resources that we can that make their visit possible and we are happy to accommodate those that need to bring extra equipment into the school in order to showcase what they do.

Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our learners.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at reception for the attention of the Careers Lead. The literature will be placed in the designated careers area so it is available to learners during the course of the school day or if quantities will allow, will be distributed to learners.

## Complaints:

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with the The Careers & Enterprise Company via [provideraccess@careersandenterprise.co.uk](mailto:provideraccess@careersandenterprise.co.uk)

 School Policy Approved by Leadership	
<b>Policy Adopted</b>	Date: September 2023
<b>Policy Approved</b>	Date: Awaiting Approval
<b>Next Review</b>	Date: Academic Year 2024/25

## Careers Programme

To actively promote equality of opportunity and challenge stereotypes and help young people to progress, empowering young people to plan and manage their own future, by:

- responding to the needs of the learner
- providing comprehensive information and advice
- raising aspirations
- actively promoting equality of opportunity and challenging stereotypes
- helping young people to progress

The table sets out how the areas covered meet the Gatsby benchmarks.

**The areas are covered in a wide range of opportunities for our students and are embedded into our curriculum.**

Key Stage 1 & 2	Area of Careers Programme	Possible evidence for specific area	Cross Curricular
	To understand who can help them to find careers information and how to find it.	Non-fiction books in the library about the jobs people do.	English, Library, PSHE.
	Begin to recognise their own worth and set personal goals with short term targets.	EHCP Targets and review	English, Maths, ICT & PSHE. Across whole curriculum lessons.
	Begin to recognise who they can ask for help and learning about personal responsibility.	Learning development within the classroom monitored through EHCP targets	Across whole curriculum lessons.
	Begin to recognise their ideas and expectations about themselves.	Discuss what work is, what they are like, work family members do and what job they might like to do.	English, PSHE.
	Identify positive things about themselves and their achievements, what they are good at and what they enjoy most.	Reward charts, certificates, celebration assemblies. Tokens through Values Based Education	English, PSHE.
	To become aware of different forms of work.	Meet different adults and discuss their job. Discuss different types of work.	PSHE.

	To become aware of different forms of voluntary and community activities.	Take part in charity fund-raising activities.	School Council/Meadowfield Marvels fund raising whole school activities.
	Describe the work people do in their family, in school and other areas.	Learn more about what work families do, the types of jobs and find out more about it.	Investigate the work that family members do, PSHE.
	To become more aware that people have different feelings about their careers and jobs.	Meet different adults and discuss their job and how they feel about their career.	PSHE.
	Be positive about who they are and what they can achieve.	Write three positive affirmations about themselves.	PSHE.
	To become aware that finding the work you really want to do is rewarding.	Reflect on their own feelings about when they were doing a task they really enjoyed	Across whole curriculum lessons.
	To describe why learning is important.	To tell an interested adult why learning is important to them.	Across whole curriculum lessons.
	To be aware that girls and boys have the same opportunities and choices in learning, careers and work.	Read stories of pioneering individuals, talk to visitors who work in jobs traditionally associated with the opposite sex.	PSHE.
	To be aware of the relevance of what they are learning to their life in and outside school.	Life skills incorporated into lessons. Lessons planned around relative learning for their future lives.	Across whole curriculum lessons.
	To be aware of how the subjects they are studying will help them to progress in learning and work.	Discuss different lessons and why we need to learn. How it will help us to progress.	Across whole curriculum lessons.
	To be aware of taking responsibility and following rules.	Whole school wellbeing policy. Restorative Justice	Across whole curriculum.
	To present themselves in front of an audience.	To receive certificates in assembly, to take part in assemblies, to take part in performances.	Across whole curriculum.
<b>Key Stage 3</b>	<b>Area of Careers Programme</b>	<b>Possible evidence for specific area</b>	<b>Cross Curricular</b>
<b>To empower young people to plan and manage their future</b>			

Gatsby Benchmark 2	To develop the skills they need to locate information about their options in learning and work and use these skills with support and independently.	Discussion with staff about their future. Signposted to relevant information	Across whole curriculum.
Gatsby Benchmark 3	Are more confident in setting challenging, realistic goals with targets and action points to support their achievement.	Individual Targets , Annual Review of EHCP.	English, Maths, ICT & PSHE. Across whole curriculum lessons.
Gatsby Benchmark 3	To begin to recognise what influences their ability to reach their goals, seek help with any barriers to progress and begin to show self-reliance and determination.	Individual feedback and review of goals. Regular feedback to students on progress. Review of EHCP Targets – feedback weekly	Across whole curriculum.
Gatsby Benchmark 2	To begin to understand how personal, educational, social and economic circumstances influence their plans about careers, learning and work.	Family and friends, fictional characters in novels, plays and TV soaps.	Across whole curriculum.
<b>Responds to the needs of the learner</b>			
Gatsby Benchmark 3	Describe their strengths.	Self-assessment, EHCP Targets	English, Maths, ICT & PSHE. Across whole curriculum lessons.
Gatsby Benchmark 3	Construct an individual learning plan to record their progress, experiences and achievements. Discuss learning goals for KS4	Annual Review of EHCP individual discussion with tutor and Senior Management Team member.	Across whole curriculum. Youth Support Services.
<b>Provide comprehensive information and advice</b>			
Gatsby Benchmark 2	To begin to access and use the main information sources on learning opportunities 14-19.	Attend Preparation for Adulthood Event	Across whole curriculum.
Gatsby Benchmark 4	To begin to recognise the value of different forms of voluntary work and community activities to individuals and society.	Volunteers in their school environment, volunteering in the wider community.	Across whole curriculum.
Gatsby Benchmark 3	To begin to be aware of personal budgeting and money management.	Discuss where money comes from for them to do the activities they do. Discuss their future money needs/hopes for their adult life.	Young money programme lessons.

Gatsby Benchmark 4	To begin to recognise different types of work e.g. self-employment.	Discuss differences between working for an employer and working for yourself.	Across whole curriculum.
<b>Raise Aspirations</b>			
Gatsby Benchmark 3	How influences from others can change their expectations of themselves. What are their own expectations of themselves?	Reward charts, reports, daily feedback, progress made and positive attitude. Find their best quality and discuss how and where they use it.	Across whole curriculum.
Gatsby Benchmark 3	To identify ways of staying positive about who they are, what they can achieve and begin to think about how others see them.	To make three statements about their achievements. Discuss their skills and qualities.	PSHE.
Gatsby Benchmark 4	Discuss employment that they would find rewarding.	Prepare a list of positive values relating to their choice of work. Discuss the different aspects from a positive employment e.g. wellbeing.	Across whole curriculum.
<b>Actively promote equality of opportunity and challenges stereotypes</b>			
Gatsby Benchmark 2,3	Begin to discuss how to recognise stereotypical opportunities.	List job roles that are stereotypical e.g. mechanic, or beautician; give them headings men and women and then think about people they know who do that particular job and discuss findings.	Across whole curriculum.
<b>Help young people to progress</b>			
Gatsby Benchmark 3	To begin to understand the relevance to their futures with the knowledge and skills they are developing at school.	Try to imagine a day in their life in their early twenties and look at the skills and knowledge they might use that they have learned at school.	Across whole curriculum.
Gatsby Benchmark 3	Begin to realise the importance of investing in their own learning to help their futures.	Discuss the importance of learning and how it will affect their futures.	Across whole curriculum.
Gatsby Benchmark 3	To be aware of how to create a good impression.	Whole school wellbeing policy. Restorative Justice	Across whole curriculum.
Gatsby Benchmark 3	To become more aware about how their personal learning and thinking skills will help them in their futures.	Discuss skills and qualities employers look for. Look at what skills they are developing in school.	Across whole curriculum.

		Discuss how the skills and qualities gained and used in school subjects will support them in their future careers.	
<b>Key Stage 4</b>	<b>Area of Careers Programme</b>	<b>Possible evidence for specific area</b>	<b>Cross Curricular</b>
<b>Empowering young people to plan and manage their futures</b>			
Gatsby Benchmark 2	To be able to investigate opportunities for learning and work independently.	Preparation for Adulthood Conversations and workshops	Careers & PSHE.
Gatsby Benchmark 3,4	Make challenging but realistic plans for their future learning and work.	Individual Targets , Annual Review of EHCP.	English, Maths, ICT & PSHE. Across whole curriculum lessons.
Gatsby Benchmark 3	To recognise barriers to their achievements or plans and begin to understand how these can be overcome.	Discuss the influences on their post-16 plans with Tutor and parents/carers.	Across whole curriculum.
Gatsby Benchmark 3	To become aware that plans can be changed for many reasons.	Discuss changes in personal, educational, social and economic circumstances that may change their future plans.	Across whole curriculum.
<b>Responds to the needs of the learner</b>			
Gatsby Benchmark 3	To understand what motivates them, their strengths and their learning work/preferences.	Use reports/feedback given to them by workshops, teachers/tutors, parents/carers etc. Update their personal portfolio.	Across the whole curriculum.
Gatsby Benchmark 3	Construct an individual learning plan to record their progress, experiences and achievements. Discuss learning goals for KS5/ Post 16.	Annual Review of EHCP individual discussion with tutor and Senior Management Team member. EHCP targets review weekly	Across whole curriculum.
<b>Provide comprehensive information and advice</b>			
Gatsby Benchmark 6	To gain information and understanding in – Youth Support Services The local 14-19 prospectus. Apprenticeships.	To consider a possible career choice and research ‘ways of becoming a .....’	Careers lessons./Life Skills
Gatsby Benchmark 6	To understand the full range of opportunities open to them within school	Use given scenario/case studies to plan routes for themselves and others.	Careers lessons/Life Skills

	and elsewhere including colleges and work based learning providers.		
Gatsby Benchmark 4	To understand work opportunities (including self-employment) and rewards afforded by each course/pathway.	Use the Careers Hub, occupation directories, websites, prospectuses etc., to investigate the potential added value they could achieve.	Careers lessons/Life Skills
Gatsby Benchmark 4,5	To know how to access information about community and voluntary opportunities.	Identify the range of skills, qualities and attitudes that they could develop through participating in voluntary and community activities and look at the transferability of these.	Careers lessons/Life Skills Whole school curriculum.
Gatsby Benchmark 3	To understand and learn how to claim the financial support that they are eligible to receive to support their learning.	Youth Support Services, Adult Services, SEND Provision.	Careers lessons./Life Skills Young money lessons. Whole school curriculum.
<b>Raise aspirations</b>			
Gatsby Benchmark 4,5	To explore and consider opportunities that they might not otherwise have considered e.g. by taster sessions, visits to employers, providers.	Record from learning activities, taster sessions and visits etc., review and update personal profiles.	Careers lessons/life Skills PSHE
Gatsby Benchmark 3	Set challenging but realistic goals.	Annual Review of EHCP individual discussion with tutor and Senior Management Team member.	Careers lessons./Life Skills PSHE
Gatsby Benchmark 3	To begin to understand the benefits of economic independence	Define personal wellbeing and what contributes to achieving it. Discuss what work means to them and where it would rank in their list of factors contributing to personal wellbeing. How much does work contribute to a person's sense of identity?	Careers lessons/Life Skills PSHE
Gatsby Benchmark 3,4,5	To have positive expectations of work.	List what they think work will provide them with. Discuss how to prepare for work in order to ensure that expectations are met.	Careers lessons/Life Skills PSHE
<b>Actively promote equality of opportunity and challenges stereotypes</b>			
Gatsby Benchmark 3	To consider learning and work options that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background.	Research and discuss examples of how others have progressed and use the information and case studies to inform their planning. Use guidance interviews with advisers to obtain the information and support they need.	Careers lessons/Life Skills PSHE

<b>Help young people to progress</b>			
Gatsby Benchmark 3	To understand the relevance to their future lives with each part of the curriculum.	Review and update their personal profiles and begin to select elements to present in support of their career planning and progression. Consider what providers will be looking for in applicants and identify strengths especially relevant for their potential applications.	Careers lessons/Life Skills
Gatsby Benchmark 3,7	To follow application procedures and prepare for interviews.	Undertake practise application forms and mock interviews	Careers lessons/Life SKills
Gatsby Benchmark 3,7	To understand and demonstrate the main qualities, attitudes and skills needed to enter, and succeed in, working life and independent/supported living.	Update their individual personal portfolio (IPP) discuss with others and use it to prepare their cv.	Careers lessons/Life Skills
<b>Key Stage 5</b>	<b>Area of Careers Programme</b>	<b>Possible evidence for specific area</b>	<b>Cross Curricular</b>
<b>Empowering young people to plan and manage their futures</b>			
Gatsby Benchmark 3,7	To research and interpret information about their personal, learning and work options.	Careers Hub, Preparation for Adulthood Event, online sites	Careers
Gatsby Benchmark 3,7	To know how to use individual learning and career planning to help them make progress, reflect on achievements and maintain challenging but realistic learning and work goals.	Annual Review of EHCP individual discussion with tutor and Senior Management Team member.	Careers lessons PSHE

Gatsby Benchmark 3,7	To be able to recognise and use the attributes and skills needed to take responsibility for making the most of their choices in learning and work, manage their career plans and progression and respond appropriately to the influences on them.	Complete a vocational profile and identify areas they need to work on. Discuss real life stories of how individuals have responded to the influences around them.	Careers Lessons
Gatsby Benchmark 3,7	To develop their self-understanding and expand their horizons for action, taking into account their changing personal, educational, social and economic circumstances.	Review their vocational profile and develop this further by using their strengths and interests and updating them. Use website to investigate related occupations that could suit someone like them.	Careers Lessons
<b>Respond to the needs of each learner</b>			
Gatsby Benchmark 3,7	To review and evaluate their experiences and achievements, progress in learning and management of different learning styles and assess their changing skills, attributes, needs, interests, motivations, values and attitudes.	Use reports/feedback given to them by work experience opportunities, teachers/tutors, parents/carers etc. Update their personal portfolio.	Careers Lessons
Gatsby Benchmark 3,7	Identify the skills and qualifications they need to pursue their preferred pathway and evaluate their progress in gaining them.	Discuss and review future plans with teachers/tutors, parents/carers etc. and Annual Review of EHCP individual discussion with tutor and Senior Management Team member.	Careers Lessons
<b>Provide comprehensive information and advice</b>			
Gatsby Benchmark 3,7	To have access to the full range of information on opportunities in learning and work.	Careers Hub Attend a careers event Complete a project on a career development topic of their choice. Youth Support Services College open days.	Careers Lessons.
Gatsby Benchmark 3,7	To gain further understanding in opportunities, benefits and drawbacks in different forms of work in their next career move.	Careers Hub. Attend a careers event. Complete a project on a career development topic of their choice. Youth Support Services.	Careers Lessons.

		College open days.	
Gatsby Benchmark 3	To gain further knowledge and understanding in how to manage their own money and how to apply for financial support.	Careers Hub Youth Support Services Young money financial lessons.	Careers Lessons. Across curriculum
Gatsby Benchmark 3	Observe their rights and responsibilities in relation to health and safety and terms and conditions of employment.	Careers Hub Youth Support Services ASDAN – Employability – Health and Safety in the Workplace.	Careers Lessons. ASDAN – Employability Lessons.
<b>Raising aspirations</b>			
Gatsby Benchmark 3	To further develop a positive self-concept based on maintaining realistically high aspirations and self-esteem and taking into account challenge and feedback from others.	Discuss and review future plans with teachers/tutors, parents/carers etc. Youth Support Services and Annual Review of EHCP individual discussion with tutor and Senior Management Team member.	Carers Lessons. PSHE Lessons. Annual Reviews. Termly EHCP Updates.
Gatsby Benchmark 3	To further develop their understanding of economic independence and what it means to them.	To identify the three most important values that would influence their decision whether or not to take a job that was offered to them.	Careers Lessons.
Gatsby Benchmark 3	To explain how they will realise their positive expectations of work.	Draw up a career action plan.	Careers Lessons.
<b>Actively promote equality of opportunity and challenge stereotypes</b>			
Gatsby Benchmark 4,5	To consider realistic learning and work options that meet their individual needs.	Discuss and review future plans with teachers/tutors, parents/carers etc. Youth Support Services and Annual Review of EHCP individual discussion with tutor and Senior Management Team member.	Careers Lessons.
<b>Help young people to progress</b>			
Gatsby Benchmark 3	To evaluate the benefit of their progression opportunities for different parts of the curriculum.	Write a personal statement in which they highlight on how they have benefited from the courses they have taken. Discuss how the choices of learning they have made could give them advantages when applying for a course or job.	Careers Lessons.

Gatsby Benchmark 3	To be able to promote a positive view of themselves through self-presentation to improve their chances of success in selection and recruitment processes.	Participate in mock selection interviews. Discuss who can help them and create a personal network of contacts and support when looking for work.	Careers Lessons.
Gatsby Benchmark 3,7	To know how to make and evaluate career enhancing decisions that feel right for them and help them to make progress.	Review previous decision making points, discuss and explain what they will do differently next time.	Careers Lessons.

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers and for pupils to visit providers. These opportunities are statutory in line with the DfE Careers Guidance and Access for Education and Training Providers (January 2023).

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Year 8	Introduction to the Careers Hub @ Meadowfield Preparing for Adulthood Event Post 16/19 Colleges/Apprenticeships	March National Careers Week	Visit technical college
Year 9	Preparation for Adulthood Event Preparation for Adulthood Conversations Post 16/19 Colleges/Apprenticeships	March National Careers Week Visit from technical college	EKG college visit
Year 10	Life Skills – work experience preparation sessions.  Post 16 college visits Post 16 Meadowfield 6 <sup>th</sup> Form Introduction Event  Preparation for Adulthood Event	March National Careers Week  Workshops – linked to local businesses and companies.  Preparation for Adulthood Conversations	Discussion about Post 16 Options.  Taster days.  Visit technical college
Year 11	Life Skills – work experience & preparation sessions.  Post 16 college visits Post 16 Meadowfield 6 <sup>th</sup> Form Introduction Event	March National Careers Week  Workshops – linked to local business and companies.  Taster days.	Discussion about Post 16 Options.  Taster days- work experience

	Preparation for Adulthood Event	Visit technical college Assemblies - apprenticeships & supported internships	
Year 12	Post-16 assemblies - apprenticeships & supported internships Preparation for Adulthood Event Careers lessons for all KS5	March National Careers Week Work experience and voluntary work. Preparation for Adulthood Conversations Post 19 college visit	Careers lessons for all KS5. Transition days for leavers. Visit technical college
Year 13	Post-16 assemblies - apprenticeships & supported internships Preparation for Adulthood Event Careers lessons for all KS5. Visit technical college	March National Careers Week Careers lessons for all KS5. Work experience and voluntary work.	Transition days for leavers. Careers lessons for all KS5. Post 19 college visit
Year 14	Assemblies - apprenticeships & supported internships Preparation for Adulthood Event Careers lessons for all KS5	March National Careers Week Careers lessons for all KS5. Work experience and voluntary work	Transition days for leavers. Careers lessons for all KS5.