



Provider Access Policy

Author	MG Simpson / P Gough
Responsibility	All staff and the governing body
Effective Date	June 2020
Review Date	June 2021
Approved by full Board of Governors:	
Storage; (i) Electronic (ii) Hard Copy	(i) Google Drive and on school website (ii) Policy file.
Distribution	All staff, students, parents and employers

Introduction

This policy statement sets out Holywell 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 5-8 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.

Management of provider access requests

Procedure

A provider wishing to request access should contact

- Michael Simpson, Headteacher
Telephone: 01234 750381
Email: mgsimpson@holywellschool.co.uk
- Or Polly Gough, PHSCE & Careers Leader
Telephone: 01234 750381
Email: pgough@holywellschool.co.uk

Opportunities for access

Providers may contact the Headteacher and/or the PHSE & Careers Leader directly to liaise about careers presentations. Providers may wish to be involved in supporting curriculum delivery.

Throughout the year in PHSE, pupils cover aspects of careers guidance. These lessons and events, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. The main Careers focus for all year groups happens in the Spring term with an off-timetable day: 'PSHE Enrichment Day'. The Scheme of Work overview for PHSE is:

Year 5 Autumn Term – New Beginnings

- establishing community time and restorative practices
- developing a class charter
- rights and responsibilities
- creating a community and belonging
- [gifts and talents](#)
- firework safety
- relationships
- managing feelings and coping strategies
- mental wellbeing

Year 5 Spring Term – Going for Goals

- [setting goals](#)
- [overcoming obstacles](#)
- [becoming and effective learner](#)
- [introduction to careers](#)
- stereotypes
- managing money
- Year 5 enterprise event
- PSHE Enrichment Day – 1 full day with the focus on health and safety.

Year 5 Summer Term – Changes and Keeping Healthy

- Physical health and fitness
- Healthy Eating;
- Dental and personal hygiene
- Changing bodies

Year 6 Autumn Term – Goal Setting and Personal Safety

- establishing community time and restorative practices
- rights and responsibilities
- creating a community and belonging
- [S.M.A.R.T target setting](#)
- identifying risks

- road safety
- keeping safe online

Year 6 Spring Term – Mental Wellbeing and study Skills

- understanding mental health
- recognising events which negatively impact on mental wellbeing
- strategies for keeping healthy
- **study skills with a focus on SAT's preparation**
- PSHE Enrichment Day – 1 full day with the focus on mental health and stress management; different approaches to improve health and wellbeing.

Year 6 Summer Term – Changes and Healthy Living

- Physical and emotional changes during puberty
- identifying legal and illegal drugs
- **Enterprise Day – full day**

Year 7 Autumn Term 1 – Our Class Learning to Learn Together

- getting to know and appreciate peers
- managing feelings
- parts of the brain
- peer pressure – strategies for resisting unhelpful peer influence
- body language

Year 7 Autumn Term 2 – Keeping Safe and Anti- Bullying

- bullying
- discrimination
- risk taking
- decision making
- optimism

Year 7 Spring Term 1 – Employability

- **Careers**
- **Employability skills**
- **Developing and maintaining a positive future vision**
- **Goal setting – case study**

Year 7 Spring Term 2 – Tribes

- how government works
- the political system of the United Kingdom;
- democracy
- voting and elections
- PSHE Enrichment Day – 1 full day with the focus on British Values and Values in Sport.

Year 7 Summer Term – Healthy Lifestyles and Changes in Adolescence

- Respectful relationships online and in the real world
- Mental health
- Puberty
- Personal hygiene
- Drugs, tobacco and alcohol.

Year 8 Autumn Term 1 – Personal Identity

- body image
- changing and managing relationships
- empathy
- risk taking

Year 8 Autumn Term 2 – Human Rights

- rights and responsibilities
- anti-bullying
- prejudice – racism
- asylum seekers

Year 8 Spring Term 1 – Economic Wellbeing and Careers

- banking system
- profit and loss
- personal finances
- the economy
- PSHE Enrichment Day – 1 full day on Careers.

Year 8 Spring Term 2 – Critical Consumers

- critical consumers of goods and services
- rights and responsibilities
- ethical employers
- fairtrade

Year 8 Summer Term – Healthy Lifestyles and Moving on

- healthy relationships
- body image and the media
- sex and the law
- contraception
- dangers of illegal drugs
- preparing for transition to upper school
- managing change
- coping with feelings

Premises and facilities

The school will make the MacFarlan Room / the Gym, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature in the Library, which is managed by the school librarian. The Library (with Careers resources) is available to all students at lunch and break times.