The Avenue School

# PROVIDER ACCESS POLICY

Lead: Sam Gardner (Deputy Headteacher)
Updated: Louise Aspell (Careers Lead)
Policy Date: 28th November 2025
Next Review Date: January 2027

# Provider Access Policy

## Aims

This policy sets out The Avenue School's arrangements for managing the access of providers to pupils at the school for the purposes of giving them information about the provider's education or training offer with regard to technical education or apprenticeships. This complies with the school's legal obligations under Section 42B of the Education Act 1997, as amended by the Technical and Further Education Act 2017.

This policy operates in conjunction with the following school policies

- Child Protection Policy
- Visitors policy
- Contractor policy

## Pupil Entitlement

Pupils in Years 7-13 are entitled to

- find out about technical education qualifications and apprenticeships opportunities, as part of a careers program 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. This can be achieved through assemblies, group discussion and taster events

- understand how to make applications for the full range of academic and technical courses

## Management of Provider Access Requests

**a) Procedure**

Any provider wishing to request access should contact the following member of staff:

| | |
|---|---|
| Name | Louise Aspell, Careers Leader |
| Telephone | 0118 214 5299 |
| Email | Laspell@avenue.reading.sch.uk |

**b) Opportunities for Access**

A number of events, integrated into the school careers program, will offer providers an opportunity to come into school to speak to pupils and/or their parents.

Please speak to the named Careers Leader to identify the most suitable opportunity for you.

The Avenue Special Needs Academy have a robust visitor and safeguarding policy/procedures that all visitors or provider should abide by.

Opportunies for Pupils

Please find a comprehensive list of opportunities that pupils at The Avenue Special Needs Academy may have access to, where appropriate;

- Careers assemblies and talks
- Employability lessons
- PSHE lessons
- Careers lessons/ workshops
- Employer encounter assembly
- Parents' Evening conversations
- Annual Review conversations regarding future employment and work experience
- National Careers Week activities
- Next Steps/ Destinations events
- Mock interviews with Senior Leaders
- Internal Work Experience incorporated into pupil's weekly timetable, where appropriate
- External Work Experience incorporated into pupil's weekly timetable, where appropriate
- Careers Advice
- Enrichment Days
- FE College Visits

PfA

All pupils have Preparing for Adulthood learning outcomes identified on a bi-annually basis, linked to the EHC Plan outcomes. These outcomes are evidenced using Earwig, our data reporting system, and progress is shared with parents through Summer Reports and Annual Reviews.

We use the PfA outcomes holistically throughout the year.

Please find an example of PfA outcomes that staff may consider to work towards with the young person. These are differentiated, considering the destinations of each pupil across our pathways:

| | Yellow Pathway | Purple Pathway | Green Pathway - SLD | Green Pathway - PMLD *Informed by Quality-of-Life Markers |
|---|---|---|---|---|
| Vision statement | ***'To provide all young people opportunities to practice skills and knowledge to enable them to live as independently as possible and to consider employment opportunity in the future'*** | ***'To provide all young people with meaningful opportunities to practice skills and knowledge so that they can develop independence and understand the world around them'*** | ***'To provide all young people increasing opportunity to communicate their wants and needs, increase their independence and autonomy, and access the community / social experiences in meaningful ways'*** | ***'To provide all young people increasing opportunity to communicate their wants and needs, build meaningful relationships with others and access wider social experiences, thereby promoting quality of life and autonomy'*** |
| Education, employment & training outcomes | To have opportunities to use standard written and spoken English that will help me with paid/ supported employment (e.g., writing an email, reading and completing a form, writing a CV) (Life Skills)<br>To work towards an Entry Level 1- 3 (English) | To be able to use transcriptional English skills & knowledge to understand the world around me (e.g. recognising signs, symbols) | To be able to use functional English skills & knowledge to understand the world around me (e.g. recognising signs, symbols) | To be able to make a contribution to the communication process on my own initiative or as a reaction to a question/message of someone else |
| | To be able to practice key mathematical skills that will help me with paid/ supported employment (e.g., money management, Time, reading timetables and schedules) (Using Spending Sense)<br>To work towards an Entry Level 1 - 3 (Maths - WRM) | To be able to use ASDAN (Introduction & Progression) Maths skills & knowledge to understand the world around me (e.g. sorting household objects) | To be able to use functional Maths skills & knowledge to understand the world around me (e.g. sorting household objects) | To make clear my feelings, needs and wishes. I am 'heard' |

### c) Premises and Facilities

The school will make a suitable space available for discussions between the provider and pupils, as appropriate to the activity. Providers must inform the school if they require equipment, such as projector and screen, display screens, microphones.

GDPR – Providers may leave details of the service they provide or relevant course literature with the school. Providers are not permitted to take personal details of pupils, staff etc. for marketing purposes

## Monitoring and review

The effectiveness of this policy will be monitored continually by the headteacher and the board of trustees. Any necessary amendments may be made immediately.

The next scheduled review date for this policy is January 2027.