



RICARDS LODGE HIGH SCHOOL

FE, HE, Apprenticeship Provider or Employer Access Policy Statement

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Ricards Lodge High School	
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Introduction

This policy statement sets out the arrangements for managing the access of providers to students at Ricards Lodge High 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.

Student entitlement

All students 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.
- To have access to a wide range of employers and employee representatives

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

These provider encounters will be scheduled during the 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 offers*
- 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 students from the provider)*
- answer questions from students.*

A Meaningful provider encounter is defined as one meeting/session between students and one provider. We are committed to providing meaningful encounters to all students 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 students and social development that this policy will contribute.

Management of provider access requests

A provider wishing to request access should contact Henrike Wilford Careers lead and Assistant Head Teacher

Telephone: 0208 946 2208

henrike.wilford@ricardslodge.merton.sch.uk

Premises and facilities

The school will make the main hall, classrooms or virtual meeting opportunities available for discussions between the provider and students, as appropriate to the activity. 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 at the Careers Resource area.



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Opportunities for access include:

The school currently schedules a number of events, integrated into the school careers programme, but we are also happy to offer providers an opportunity to come into school to speak to students and/or their parents/carers at other mutually agreed times.

Here is a link to the schools Careers Program to see previous providers that have been invited and opportunities that you new providers would like to contribute too.

[W Ricards Careers Programme 2023 - 24.docx](#)

Please speak to our careers leaders to identify if necessary **other suitable opportunities** for you as we also offer employer day visits linked to departmental interests for example Y9 Thames Water and National Grid visit in Geography and Y10 Dentsu Advertising workshop in Media studies. Also speakers are always warmly welcomed at appropriate assemblies and or bespoke talks in line with our visitor policy.