

BBG ACADEMY ACCESS PROVIDER POLICY



Summary	Academy Arrangements for Managing Access of education and training providers to the Academy
Responsible Person/Author:	Ian Aindow – Assistant Principal for Student Experience
Applies to: (please circle/delete as appropriate)	Staff <input checked="" type="checkbox"/> Student <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/>
Ratifying Committee	Standards Committee
Version:	4
Available On:	SharePoint/Website/On Demand
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Date of Next Formal Review:	September 2025
Review Period	Annual
Status	Statutory
Owner	RMAT

Document Control

Date	Version	Action	Amendments
April 2021	1	New Policy Format created	
June 2022	2	Insertion into Year 7 of Table of Events	
March 2024	3	Amendments	Additional Introductory paragraphs, Aims, virtual events and Appendix
September 2024	4	Amendments	Nomenclature changed

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Contacting the Academy to request access.

1. A provider wishing to request access should contact Ian Aindow, Assistant Principal for student experience. Telephone 01274 871224 or E-mail: ianaindow@bbgacademy.com

Introduction

2. RMAT is a successful educational trust, and all our students play their part in making it so. We are committed to providing a quality education for all our students this includes giving them opportunities to speak with other educational institutions and employers about opportunities open to them.
3. High quality careers education and guidance in school or college is critical to young people’s futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

4. As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.
5. The BBG Academy is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. The BBG Academy is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.
6. The BBG Academy endeavours to ensure that all students are aware of all routes to higher skills and can access information on technical options and apprenticeships (The Department of Education, July 2021: “Baker Clause”: supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

Scope and purpose of this policy and who it applies to

7. This policy statement sets out the Academy’s arrangements for managing the access of providers to students at the Academy for the purposes of giving them information about the provider’s education or training offer. This complies with the Academy’s legal obligations under [Section 42B of the Education Act 1997](#).
8. This policy is aimed at ensuring all students in Years 8 to 11 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 evenings, assemblies and group discussions and taster events.
 - To understand how to make applications for the full range of academic and technical courses.

Publication of this Policy

9. This policy will be available on the RMA and Academy websites and be available to all Parents, Carers, Students, Members of the public, Staff, Members, Trustees and Local Review Board Members.

10. Following any review of the policy resulting in an updated version being adopted by the RMA Board, staff will be advised by email/alert where they may access it and advised as to whether they are required provide confirmation that they have read the document via SharePoint.
11. Guidance on any aspect of this policy can be obtained from the Assistant Principal for student experience whose email address is iaindow@bbgacademy.com.

Responsibility for this Policy

12. The RMA Board has overall responsibility for the effective operation of this policy and for ensuring effective compliance. The RMA Board has delegated day to day responsibility for operating the policy to the RMA Executive, the Local Review Boards, and the Principal at each Academy.

Aims of this Policy

13. The BBG Academy policy for Access to other education and training providers has the following aims:
 - To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.
 - To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.
 - To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

Management of provider access requests

Procedure

14. A provider wishing to request access should contact: Ian Aindow, Assistant Principal Student Experience, 01274 871224, iaindow@bbgacademy.com

Opportunities for access

15. Several events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents – please see Annual Calendar of Events.
16. Please speak to our named Careers Leader to identify the most suitable opportunity for you. The Academy's policy on safeguarding sets out the approach to allowing providers into school as visitors to talk to our students. The Safeguarding Policy is available on our website www.rodillianacademytrust.co.uk

Premises and facilities

17. The Academy will make the main hall, classrooms, or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. We will also make

available Audio Visual and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader. Providers are welcome to leave a copy of their prospectus or other relevant course literature with our Careers Leader who will distribute the relevant information to students.

18. The Academy will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

Person Responsible: Ian Aindow (Assistant Principal)

Table 1- Annual Calendar of Events (example)

	Autumn Term	Spring Term	Summer Term
Year 7	StartProfile website rolling form time program in computer rooms	StartProfile website rolling form time program in computer rooms	StartProfile website rolling form time program in computer rooms
Year 8	Camp week career presentations by employers and employees. Careers integrated into subject time. StartProfile website rolling form time program in computer rooms.	Career week assembly and registration programme. Options evening parental presentations. Careers integrated into subject time. StartProfile website rolling form time program in computer rooms.	Careers integrated into subject time. StartProfile website rolling form time program in computer rooms.
Year 9	Camp week career presentations by employers and employees. Careers integrated into subject time. StartProfile website rolling form time program in computer rooms.	Career week assembly and registration programme Career week seminar Options evening parental presentations and assemblies Careers integrated into subject time. StartProfile website rolling form time program in computer rooms.	Careers integrated into subject time. StartProfile website rolling form time program in computer rooms.
Year 10	Careers integrated into subject time. StartProfile website rolling form time program in computer rooms.	Career week assembly and registration programme. Post 16 providers invited to attend parents' evenings. Careers integrated into subject time.	Post 16 providers invited to attend parents' evenings. Visit to local Post 16 providers. Post 16 provider assemblies. Post 16 provider open days signposted through bulletin. Careers integrated into subject time.

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	Autumn Term	Spring Term	Summer Term
		StartProfile website rolling form time program in computer rooms.	StartProfile website rolling form time program in computer rooms.
Year 11	CV Writing assemblies. Introduction to C&K Careers assembly CV Writing tutor time rotation. Careers guidance interviews. Mock college interviews Apprenticeship Assemblies Apprenticeship sessions from local providers Post 16 providers careers fair Post 16 provider open days signposted through bulletin. Careers integrated into subject time. StartProfile website rolling form time program in computer rooms.	Career week assembly. Careers guidance interviews. Post 16 provider weekly assemblies. College interviews. CV and application intervention during form time for individuals who have not yet applied. Post 16 provider open days signposted through bulletin. Careers guidance interviews.	Careers guidance interviews. Group sessions with C&K dependant on cohort

Monitoring

19. The Assistant Principal for Student Experience will monitor the implementation and effectiveness of the policy. They will monitor the relevant legislation, guidelines and information forthcoming from the relevant statutory sources, for any recommendation or changes. There will be a full review of the Policy by the stated review date where recommendations will be made for consideration by the RMAT Board.

Appendix 1 – Providers and destinations of previous students.

Providers who have been invited into BBG Academy to date include:

- Askham Bryan College
- UTC Leeds
- BBC
- Elliott Hudson College

Destinations of previous students from BBG Academy include:

- EHC
- Leeds City College
- Kirklees College
- New college Bradford
- LCOB
- Notre Dame
- Greenhead
- Askham Bryan College
- Mirfield Free Grammar
- Bradford College
- CAPA
- Leeds Maths School
- Calderdale College
- UTC
- Wakefield College

Appendix 2 - Equality Impact Assessment

Equality, Diversity, Cohesion and Integration Screening

As a Trust via the public authority, we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration. Please also take due regard of Equalities considerations.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

Organisation: Rodillian Multi- Academy Trust	Department responsible for the Policy: Attendance
Lead Person: Ian Andow	iaindow@bbgacademy.com

1. Title: <<Policy Title>>
Is this a:
<input checked="" type="checkbox"/> Policy
If other, please specify

2. Please provide a brief description of what you are screening
Policy

3. Relevance to equality, diversity, cohesion and integration		
<i>All the Trust's policies affect service users, employees or the wider community. These will also have a greater/lesser relevance to equality, diversity, cohesion and integration.</i>		
<i>The following questions will help you to identify how relevant your proposals are.</i>		
<i>When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).</i>		
Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?		/
Have there been or likely to be any public concerns about the Policy or proposal?		/
Could the proposal affect how services are organised, provided, located and by whom?		/

Could the proposal affect our workforce or employment practices?		/
Does the proposal involve, or will it have an impact on? <ul style="list-style-type: none"> Eliminating unlawful discrimination, victimisation and harassment Advancing equality of opportunity Fostering good relations 		/

4. Considering the impact on equality, diversity, cohesion and integration		
<p><i>If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment. Please provide specific details for all three areas below (use the prompts for guidance).</i></p>		
<ul style="list-style-type: none"> Scope of the proposal – all students. Who is likely to be affected – students. Equality related information – is held on individual academy and RMAT records and gathered through Equal Opportunities Monitoring Forms. Gaps in information and plans to address - the RMAT intends to work to further improve processes relating to the gathering of equality related information across the organisation. Consultation and engagement activities with those likely to be affected – ongoing feedback from students, the Policy is made available to staff and is on our website. 		
<ul style="list-style-type: none"> Key findings We have considered the potential positive and negative impact on different equality characteristics in relation to the Policy and do not believe that any groups will be adversely affected. The HR Team is vigilant in adhering to the appropriate legislation in relation to protected characteristics and to preventing discrimination. Managers are supported and trained in relation to these areas. The Policy has taken into account religious, racial and gender-specific clothing requirements and those of staff with disabilities in line with the Equality Act. We have considered the perception that the proposal could benefit one group at the expense of another and we do not believe that the Policy could be perceived to be discriminatory with regards to its wording or format. 		
<ul style="list-style-type: none"> Actions The RMAT will continue to promote positive impact and remove/reduce negative impact through the application of this Policy within the organisation. 		

5. Governance, ownership and approval		
Please state here who has approved the actions and outcomes of the screening		
Name	Job title	Date
Adam Marham	COO	23 September 2024

6. Publishing	
This screening document will act as evidence that due regard to equality and diversity has been given.	
Date screening completed	23 September 2024
Date agreed at RMAT Board	7 October 2024