



Careers Policy

2026-2027

Person responsible for the Policy:	Jack Beech
Date Written:	February 2026
Signed:	
Date for Review:	August 2026 (checked) August 2027
Key Changes Made:	

Mission Statement

"The mission of The Everly East Academy is to provide a relational, holistic, empathetic, and bespoke alternative education for vulnerable students who cannot access mainstream education, aiming to make a positive impact on their lives and empower them for a brighter future."

Principles – The Key Values Upon Which the School Will Be Based

The school will be necessarily *Trauma Informed and Attachment Aware* and promote positive mental health through a therapeutically informed whole school offer. The principle of *Unconditional Positive Regard* for all Students is essential, as are the essential application of Relational and Restorative practices. Staff will be reflective practitioners who aspire to contribute to an ever-changing and evolving psycho-educational environment and curriculum.

Promote the learning pathway of:

- Attending
- Engaging
- Behaving
- Progressing
- Attaining
- Accrediting
- Transitioning
- Sustaining

Our Values:

- Mutually Respectful
- Collaborative
- Nurturing
- Inclusive
- Empowering
- Child-Centred
- Diligent
- Family Focused
- Aspirational
- Reflective

Our Aims:

- To provide a happy and secure and nurturing environment for learning, providing for the individual needs of all children, enabling them to reach their potential. To have high expectations for all children, in all aspects of their development.
- To provide opportunities for children to achieve success; this is frequently celebrated and enhanced through a wide range of experiences, activities, and enriched learning and is celebrated through both extrinsic and intrinsic mediums like a token economy or keyworker feedback to parents/carers.
- To provide holistic care, support, and guidance in partnership with parents/carers and inter-agency co-operation. To prepare children for their next stage of learning, preparation for adulthood, to be as independent as possible, working towards being responsible citizens.
- To promote the building of relationships with peers and staff, good manners and mutual respect. Mutual respect, support, and challenge run through all aspects of our work.

We want children to:

- Be the best they can
- Enjoy school
- Be as independent as possible, resilient and respectful of self and others
- Be happy and confident
- Feel safe and secure
- Build relationships with peers and adults
- Be ready for their next life stage

Contents

1.0	School Vision
2.0	Policy Scope
3.0	Objectives
4.0	School Responsibilities
5.0	Governor Responsibilities
6.0	Provider Access
7.0	Monitoring, Evaluation and Review
<u>Appendix 1</u>	Summary of the Gatsby Benchmarks
<u>Appendix 2</u>	Careers Charter
<u>Appendix 3</u>	Arrangements for Provider Access
<u>Appendix 4</u>	Intent, Implement and Impact careers policy
<u>Intent Implement and Impact Careers policy</u>	

'Careers Guidance and access for education and training providers. Statutory guidance for Proprietor bodies, school leaders and school staff'. DFE, January 2018

Careers Education, Information, Advice and Guidance Policy

1.0 School Vision

1.1

Everly East Academy seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school and college. The values and principals document makes direct reference to developing:

‘knowledge, skills and attributes they (Everly East Academy students) need to lead successful and happy lives’

1.2

The proprietor body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

2.0 Policy Scope

2.1

This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three and Four.

2.2

The policy will also apply to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable. This policy will also be applicable to ex Everly East Academy Students who have a chance for careers support after they have left us as a school.

2.3

The policy has been reviewed in line with the recently published DfE guidance document ‘Careers guidance and access for education and training providers – Statutory guidance for Proprietor bodies, school leaders and school staff. (DfE, May 2025)

2.4

This policy accepts the 8 Gatsby Charitable Foundation’s benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy

2.5

This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

2.6

This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the school.

2.7

All members of staff at Everly East Academy are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor.

2.8

It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

3.0 Objectives:

3.1

The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

3.1.1

To ensure that all students at the school receive a stable careers programme

3.1.2

To enable all students to learn from information provided by the career and labour market

3.1.3

The CEIAG programme should be individual and address the needs of each student

3.1.4

To link the curriculum learning to careers learning

3.1.5

To provide students with a series of encounters with employers and employees

3.1.6

To provide students with experiences of workplace(s)

3.1.7

To ensure that students have a series of encounters with further and higher education

3.1.8

To provide each student with the opportunity to receive personal guidance

4.0 School Responsibilities

4.1

The school has a series of statutory duties:

4.1.1

All registered pupils at the school must receive independent careers advice in Years 7 to 11

4.1.2

This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option

4.1.3

This advice must cover a range of education or training options

4.1.4

This guidance must be in the best interests of the pupil

4.1.5

There must be an opportunity for education and training providers to access pupils in Year 7 – Year 11 in order to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 of this policy

4.1.6

The school must have a clear policy setting out the manner in which providers will be given access to pupils. Cf. Section 6 and Appendix 3. This policy and these arrangements must be published

4.2

The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy cf. Section 3

4.3

Everly East Academy believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

4.4

The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (eg. School Improvement Partner or Ofsted)

5.0 Proprietor Responsibilities

5.1

The Proprietor body will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

5.1.1

based on the eight Gatsby Benchmarks

5.1.2

meeting the school's legal requirements

5.2

The Proprietor body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 11.

5.3

There will be a member of the Proprietor body who takes a strategic interest in CEIAG and encourages employer engagement

6.0 Provider Access

6.1

Introduction - This section of the policy 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.

6.2

All pupils in years 7-11 are entitled:

6.2.1

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;

6.2.2

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;

6.2.3

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

6.3

Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities

6.4

The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

7.0 Monitoring, Evaluation and Review

7.1

The Headteacher will ensure that:

7.1.1

the work of the Careers Advisor and CEIAG events are supported and monitored

7.1.2

a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

7.2

The effectiveness of this policy will be measured in a variety of ways:

7.2.1

Feedback from stakeholders through mechanisms such as the Kirkland Rowell student and parent survey;

7.2.2

Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;

7.2.2

the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

7.3

The Proprietors at Everly Academy will review this document annually.

The Gatsby Benchmarks

Appendix 1



1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it. The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

3.Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4.Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5.Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it

		takes to be successful in the workplace.
6.Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.	By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7.Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
8.Personal guidance	Every student should have opportunities for guidance interviews with a career	Every pupil should have at least one such interview by the age of 16, and the opportunity

	adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	for a further interview by the age of 18.
--	---	--

Careers Learning Journey Roadmap (Years 7–11)

Our Careers Learning Journey at Everly East Academy is SEND-adapted (SEMH & ASD) and aligned to the 8 Gatsby Benchmarks.

Year 7

Milestones & Key Learning Objectives	Key Events & Experiences
• Understand what work is; identify 3 job families using accessible LMI (BM2). • Start a personal careers profile linked to EHCP where relevant; review with tutor/SENDCo (BM3). • Spot curriculum–career links via low-arousal activities and visuals (BM4). • At least one sensory-aware employer encounter in school (BM5). • Know who the Careers Leader/Adviser are; log one informal career conversation (BM1, BM8).	• “World of Work” intro week: small-group employer talks; quiet room available (BM5). • LMI poster walk/visual stations with tutor facilitation (BM2). • In-school provider showcase with hands-on demos (BM7). • Parent/carer evening segment on careers support (BM1).

Year 8

Milestones & Key Learning Objectives	Key Events & Experiences
• Compare routes (GCSE/Entry Level/Functional Skills, vocational, apprenticeships) and next steps (BM2, BM7). • Update careers profile with 2–3 goals and reasonable adjustments (BM3). • Recognise curriculum–career links in two subjects via mini projects (BM4). • Two employer encounters (on-site/virtual) with pre-teaching and opt-out plans (BM5). • Access guidance if needed ahead of options (BM8).	• Employer carousel with social stories and visual schedules (BM5). • Virtual tour + optional short in-person peek (BM6). • Post-16 micro-tasters in school (BM7). • Options guidance drop-ins with Adviser/SENDCo (BM8).

Year 9

Milestones & Key Learning Objectives	Key Events & Experiences
• Make option choices aligned to strengths; record rationale in action plan (BM2, BM3, BM8). • Short, structured workplace “glimpses” or high-quality virtual alternatives (BM6). • Explore at least two post-16 providers (BM7). • Develop employability routines (timekeeping, communication preferences, self-regulation) (BM4).	• Curriculum career projects to an employer panel (BM4, BM5). • Two provider encounters incl. quiet routes and family briefing (BM7). • Workplace “glimpses” (60–90 mins) with structured itinerary (BM6). • Targeted personal guidance pre-options (BM8).

Year 10

Milestones & Key Learning Objectives	Key Events & Experiences
• Mock interviews/job-tasters or individualised work experience (BM5, BM6). • Create/update CV or strengths-based profile; practise applications (BM2, BM3). • At least one post-16 taster day/workshop (BM7). • Personal guidance focused on post-16 pathways/support needs (BM8).	• Mock recruitment: applications + interviews with adjustments (BM5, BM8). • Work experience week(s): supported externals/internal enterprise/remote projects (BM6). • College taster day(s) with buddying and visual schedules (BM7). • Parent workshop on pathways (BM2, BM7).

Year 11

Milestones & Key Learning Objectives	Key Events & Experiences
• Secure a named post-16 destination; complete applications/interviews with adjustments (BM7, BM8). • Extended placement or job-shadowing aligned to EHCP outcomes (BM6). • Co-produced Careers & Transition Plan (BM3, BM8). • Portfolio/badges ready for provider handover (BM4, BM1).	• Transition package: repeated provider visits + warm handover (BM7). • Extended/targeted placement or shadowing (BM6). • Final guidance to confirm destination and contingency plan (BM8). • Celebration: portfolio, skills badges, references, employer feedback (BM1, BM4, BM5).

Inclusion by Design (SEMH & ASD) — How We Deliver

- Predictable, low-arousal delivery (clear routines, visuals, small-group/1:1 options, quiet spaces).
- Co-production with families (advance info, choice-making, reasonable adjustments for visits).
- Employer briefings on autism-friendly encounters (language, environment, structure, roles).
- Staff CPD (AET/sector standards); use progression frameworks to evidence impact.

Tracking, Quality & Evidence

- Everly Academy will develop and use Compass/Compass+ each term to self-evaluate against Gatsby Benchmarks and inform SLT/Governors.
- Use updated Gatsby toolkits/resources; monitor destinations and impact; align to preparing-for-adulthood outcomes.

Local FE & Post-16 Providers (near CW8 1BE)

- Warrington & Vale Royal College (Warrington/Winsford)

- Priestley College (Warrington)
- Sir John Deane's Sixth Form College (Northwich)
- Mid Cheshire College (Hartford/Northwich)
- Reaseheath College (Nantwich)
- Cheshire College — South & West (Crewe)

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 7-11 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 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 Jack Beech

Email: jbeech@everlyacademy.co.uk

Opportunities for access

The school will offer a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme will be seen in the School's Careers Charter which will be seen on the school website.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be accessed by all students.

Everly East Academy Careers Curriculum - Aims and Intent**Whole school approach to Careers**

Everly East Academy serves students with complex Social, Emotional and Mental Health difficulties and Autism Spectrum Disorder or Conditions. Careers is currently a part of the preparing for adulthood lessons and in all subjects schemes of work. It is also developed and addressed through careers days.

Curriculum approach

Careers is a topic that is whole school and should be implemented within ALL subjects and as a part of the Preparing for adulthood scheme of work in KS3 and KS4. Careers allows our students to develop and look forward to their future life outside of school. Our Careers for school will be using the Gatsby 8 benchmarks to ensure students have a rounded and fulfilling careers curriculum that is appropriate to them and their needs past Everly East Academy life.

Intentions of Careers Curriculum

The essential components relating to Everly East Academy's specialist provision and which underpin curriculum content and delivery are:

1. Pupils to appreciate and understand how to invest in positive relationships – to ensure students get the correct guidance to progress into adult hood and understand how to sustain positive working relationships.
2. To have advice and support towards their careers ideas and potential to promote their positive mental health. To build status and significance and an awareness of their academic strengths, personal strengths, work strengths and to develop their sense of meaning in life and ability to attend to tasks.
3. To build students resilience, self-advocacy and self- regulation skills and understand how these are essential qualities in being able to work towards their career goals. To understand how qualifications and skills inform their educational and career options they are capable of. To understand the demands and expectations required for the role they may want to fulfil when they have left school.
4. For all students to be functionally literate and numerate to the level they require for the careers they aim for and want to achieve in adult hood.
5. For all students to be socially functional to go into further education and workplaces and feel self-confident enough to succeed; appreciating differences in context and how certain environments require differing social expectations.
6. For all students to leave with accreditation and qualifications to enable employment, education or training post 16 towards the further qualifications and careers they want to achieve.
7. For all students to have basic functional life skills and are prepared for adulthood enabling them to be independent citizens contributing to the communities in which they study and work

The overarching Careers curriculum aims are:

- A. For all students to achieve certification at a level which sees them challenged and stretched to the best of their ability and supports them in their career pathway when they leave Everly East Academy, including lessons in Personal Financial education in KS4.
- B. To receive an appropriately broad, balanced, adapted and differentiated curriculum, relative to their needs, interests and career pathways.
- C. To establish effective baselines of academic ability to ensure students get the correct guidance towards their career pathway.
- D. To use the EHCP targets to inform students college placement.

- E. For all students to be aware of life in modern Britain to be responsible citizens and responsible employees and students in work and further education.
- F. For all students to build positive relationships and have healthy lifestyles to be positive employees and as part of a positive workforce.

Implementation of the Careers Curriculum

Everly East Academy will work towards the intended outcomes by:

1. A needs aware approach which assists pupils in becoming increasingly self-aware and self-confident in managing their relationships. Staff take account of the pupils' attachment difficulties and applying a trauma informed approach.
 2. Value students as individuals, ensuring students have independent careers guidance that is suitable to them. Working with families to ensure careers information is signposted for parents. Offer experiences which positively meet their emotional needs and identify suitability of careers options suitable to them individually. Working with local colleges to develop links for our students to progress.
 3. To provide a holistically safe environment in school with consistent opportunities to become increasingly independent. Understand how resilience and self-advocacy are important in their life past Everly East Academy.
 4. For all students to have appropriate education plans which supports individual learning, promoting maximum progress towards their future careers. Focussing on basic maths and English skills we will need in the adult life. Identify achievable and ambitious targets and develop a sense of meaning in life – applying EHCP/IBP targets where relevant.
 5. To offer learning and experience which allows students' to confidently access careers advice with careers advisers from Entrust. This will help guide them towards their individual goals while accounting for their social and emotional difficulties.
 6. Through our curriculum we will maintain, evolve and create new pathways for students to understand and address any careers goals they have and how to achieve them. We will help students to develop an attitude that 'nothing is impossible' and encourage ambitious goals.
 7. To create a holistic approach to developing the individual which promotes confidence and enables them to go into the workforce as a well-equipped, skilled and self-confident individual.
-
- A. Provide a learning experience that promotes learning and achievement to ensure students have the learning required for their chosen career.
 - B. To ensure the curriculum subjects are high quality and relevant to aid the students into their chosen career or pathway. Personal Finance in KS4 and Preparing for adult life focusses on preparing our students to be able to succeed in the careers they choose.

- C. To implement assessments which are relevant to each individual's careers pathway.
- D. To have a robust system for accounting the careers guidance given to each individual to equip for life after school.
- E. To offer a careers curriculum in every subject, with opportunities for students to learn about workplaces, further education and employees about life after Everly East Academy
- F. To offer an informed and tailored careers curriculum to ensure students can cope with the mental and physical well-being demands of employment, education and training.

Impact of the Careers curriculum

The careers curriculum impact will be assessed through the data and outcomes of the students and their pathways they are working on after they leave Everly East Academy.

1. Improved confidence and engagement in managing their personal and 'professional' relationships and access effective careers guidance and discussions about their life post Everly East Academy.
 2. Improved self-awareness and self-advocacy leading to post 16 confidence and success- informed by data of the student's engagements after school in their further education, training or employment.
 3. Evidence of ability to self-regulate behaviour seen in discussions about needs for different careers and workplace skills.
 4. All students' showing expected and aspirational progress in and accreditation in English, Maths and Science to inform the careers they want to work towards in their adult life. For students to understand how accreditation applies to their chosen career options
 5. To demonstrate social confidence in an increasing range of contexts as they approach post 16 life. School involvement and support to families supporting the students in their education and work life.
 6. All student to have post 16 pathways and accreditation established post 16 with the skills needed for their adult life.
 7. Leavers be socially conscious and employed in education or training post 16 and be able to live independently, safely, happily and confidently in adult life.
-
- A. Evidence of subject specific accreditation for all pupils and career options for students post-16.
 - B. Pupils making progress socially, emotionally and academically year on year to support them in their careers and further education.
 - C. Effective careers curriculum leading to expected and aspirational targets being achieved year on year.
 - D. EHCP reviews and careers meetings reflects progress year on year and reflect student's aspirations.
 - E. Increasingly effective social and emotional functioning over time will assist the students with their academic outcomes. Positive social interaction experiences and successes will aid the students in their differences and how to function in society.
 - F. Students being healthy, happy and self-confident to progression into further education and their future adult life.

Evidence bases to support impact from intent:

- Academic progress data, and use of careers days and our school update into further education and workforce of our past students.
- Accreditation and qualifications and data from student uptake of college, further education and work.
- Student aspirations as shown in learning conversations and careers days.
- Post 16 transition tracking and support data.
- Careers meeting 1:1 with students to give guidance and support.

1. Aims

This policy statement aims to set out our school's arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer. It sets out:

- o Procedures in relation to requests for access
- o The grounds for granting and refusing requests for access
- o Details of premises or facilities to be provided to a person who is given access

2. Statutory requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students.

This is outlined in section 42B of the Education Act 1997.

This policy shows how our school complies with these requirements.

3. Student entitlement

All students in years 7 to 11 at Everly East Academy are entitled to:

- o Find out about technical education qualifications and apprenticeship opportunities as part of our careers programme, which provides information on the full range of education and training options available at each transition point
- o Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships, e.g. through activities and events such as options events, our careers advisor assemblies, taster events and personalised visits of the providers.
- o Understand how to make applications for the full range of academic and technical courses

4. Management of provider access requests

4.1 Procedure

Outline the procedures that providers must follow when requesting access to students.

Include the following contact details:

A provider wishing to request access should contact the Headteacher- Jack Beech

Email: jbeech@everlyacademy.co.uk

4.2 Opportunities for access

A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers:

In the following table, are examples of the opportunities provided for training and education providers to speak to students and/or their parents/carers.

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 7	Career of the week work	Careers day	Careers day
YEAR 8	Career of the week work	Careers day	Careers day
YEAR 9	Career of the week work	Networking event with providers and employers	Key Stage 4 options talks
YEAR 10	Career of the week work	Application discussions and work	College visits
YEAR 11	Regular meetings with Careers advisors	Regular meetings with Careers advisors Careers support meetings and college discussions	Regular meetings with Careers advisors College visits with students

Please speak to our Headteacher to identify the most suitable opportunity for you.

These events will run in line with any measures related to public health incidents, including COVID-19.

4.3 Granting and refusing access

Access to students will be granted if:

- The providers show their identity and fulfil our school safeguarding policy.
- They provide enrichment for our student's careers journey.
- They have a structured session to deliver to our students.

4.4 Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this policy.

4.5 Premises and facilities

- All people and companies wishing to come into the school will give their facilities requirements before their set date in the school to ensure the school can fulfil these requirements. (for example, audio and visual displays)
- Prospectuses can be left and posted for students to read. These are also handed out by our careers advisors.
- The school follows guidance and regulations for Public health

5. Links to other policies

Outline any links to other policies you have, such as:

- Subject policies
- Careers policy
- Curriculum policy
- Careers intent, Implement and Impact

6. Monitoring arrangements

The school's arrangements for managing the access of education and training providers to students are monitored by Jack Beech acting as Careers lead.

This policy will be reviewed by the proprietor body annually.

At every review, the policy will be approved by the Proprietor board.