

# THE FEATHERSTONE ACADEMY ACCESS PROVIDER POLICY



<b>Summary</b>	Academy Arrangements for Managing Access of education and training providers to the Academy		
<b>Responsible Person/Author:</b>	Christopher McColl		
<b>Applies to:</b> (please circle/delete as appropriate)	<b>Staff</b> <input checked="" type="checkbox"/>	<b>Student</b> <input checked="" type="checkbox"/>	<b>Community</b> <input checked="" type="checkbox"/>
<b>Ratifying Committee</b>	Standards Committee		
<b>Version:</b>	1		
<b>Available On:</b>	<b>Compliance Library</b>	<input checked="" type="checkbox"/>	<b>Website</b> <input checked="" type="checkbox"/>
<b>Effective from:</b>	12 May 2021		
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<b>Status</b>	Statutory		
<b>Owner</b>	The Rodillian Multi Academy Trust		
<b>Version</b>	1		

### Document Control

Date	Version	Action	Amendments
April 2021	1	New Policy Format created	

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### Contacting the Academy to request access

1. A provider wishing to request access should contact Christopher McColl, E-mail: [cmccoll@featherstone.academy](mailto:cmccoll@featherstone.academy)

### Introduction

2. The Rodillian Multi Academy Trust (“the Trust”) 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.

### Scope and purpose of this policy and who it applies to

3. 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](#).
4. This policy is aimed at ensuring all students in Years 8 to 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 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

5. This policy will be available on the Trust and Academy websites and be available to all Parents, Carers, Students, Members of the public, Staff, Members, Trustees and Local Review Board Members.
6. Following any review of the policy resulting in an updated version being adopted by the Trust 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 the Compliance Library.

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7. Appropriate training and guidance will be provided to staff by the Attendance and Welfare team regarding the implementation of the policy for appropriate staff in relation to any new or revised procedures and guidelines within an appropriate timescale.
8. Guidance on any aspect of this policy can be obtained from Christopher McColl whose email address is [cmccoll@featherstone.academy](mailto:cmccoll@featherstone.academy)

### Responsibility for this Policy

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

### Aim of this Policy

10. To ensure that students find out about technical educational qualifications, apprenticeship opportunities and education and training options available at transition points and understand how they can make applications for academic and technical courses.

### Management of provider access requests

#### Procedure

11. A provider wishing to request access should contact Christopher McColl, [cmccoll@featherstone.academy](mailto:cmccoll@featherstone.academy)

#### Opportunities for access

12. A number of 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.
13. Please speak to our named Careers Co-ordinator 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](http://www.rodillianacademytrust.co.uk)

#### Premises and facilities

14. 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.

**Person Responsible:** Christopher McColl

Table 1- Annual Calendar of Events

	Autumn Term	Spring Term	Summer Term
<b>Year 7</b>	<p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>Parents evening</p> <p>History – Medieval realms. Justice systems.</p> <p>Science – Research a range of scientists and their careers.</p> <p>English – Love and relationship poetry. Using analytical skills to solve crime. CSI?</p> <p>French – Food and drink. Roles within hospitality.</p> <p>Maths – Intro to Maths. Research a range of mathematicians.</p>	<p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>Apprenticeship week.</p> <p>Careers week.</p> <p>Careers Talk</p> <p>History mystery – look at how evidence is used to form conclusions.</p> <p>Science – Electricity. 2 x lesson on careers within this sector.</p> <p>English – Studying the roles within theatre.</p> <p>French – Numbers. Salary comparison between careers in France and England.</p> <p>Maths – fractions/ division/ ratio/ time. Link hairdressing and cookery to above.</p> <p>Parents evening</p>	<p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>Science – Health and reproduction. Dietician/ Police narcotics to come in and discuss their jobs.</p> <p>Maths - Angles and measuring – links to sports, taking a free kick, throwing a netball etc.</p> <p>French – School life. Different jobs within school.</p>
<b>Year 8</b>	<p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>Contextual history – Power. Looking at the roles of different people within society.</p> <p>Science – Reproduction – Midwife to come in and discuss their role.</p> <p>French – Social media. Social media accounts of French companies.</p>	<p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>Apprenticeship week.</p> <p>Careers week.</p> <p>Careers Talk</p> <p>Science – Respiration. Careers around asthma/ respiratory system etc.</p> <p>French – Fashion. The fashion industry in France.</p>	<p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>French – Region. Apprenticeships and careers linked to Francophone countries.</p> <p>Science – Q+A session with sound/ light engineer.</p> <p>Maths – compound measure and ratio. Hospitality industry, budgeting skills, food prep, currency conversions.</p>

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	Autumn Term	Spring Term	Summer Term
	<p>English – Rhetoric, equality and inequality. Researching the speeches made by politicians, reporters, activists etc.</p> <p>Maths – Numeracy. Skills linked to careers in the health care sector.</p> <p>Parents evening</p>	<p>English – Blood brothers. Mock trial/ role of journalists/ reporters</p> <p>Maths – area of 2D shapes. Problem solving skills.</p> <p>Parents evening</p>	<p>STEM Day</p>
<b>Year 9</b>	<p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>Sex Education Program</p> <p>History – Conflict and wars. Looking at how different governments have governed during these times.</p> <p>French – Healthy living. French restaurants in Yorkshire.</p> <p>Science – Cells and organisation. Medical Mavericks.</p> <p>English – Mock trial competition. Child development – The role of a midwife.</p> <p>Maths – Pi careers where Pi is used e.g. garden designer.</p> <p>Parents evening</p>	<p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>Child development – Q+A with a midwife.</p> <p>Apprenticeship week.</p> <p>Careers week.</p> <p>French – Jobs. The importance of learning a language and employability skills.</p> <p>Science – Environmental Science. WDH to discuss careers that link to this topic.</p> <p>Maths – Finance and budgeting. Launch a fund raising event to aid a local charity.</p> <p>Option Evening</p> <p>Parents evening</p>	<p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>Child development – Researching roles and courses available within child development.</p> <p>Science – Space Science. Select group of students to work with University of Leeds.</p> <p>French – Holidays. Travel and tourism industry → LMI.</p> <p>Maths – Probability, problem solving etc. Careers links to logistics.</p>
<b>Year 10</b>	<p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>Sex Education Talk</p> <p>History – health and people. Roles of medicine and how</p>	<p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>Outside Motivational Speaker</p> <p>Apprenticeship week.</p>	<p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>Post 16 Taster Days New College, Wakefield College and</p>

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	Autumn Term	Spring Term	Summer Term
	<p>they have changed through time.</p> <p>French – Family and friends. Employability skills.</p> <p>Science – C2 chemical analysis. CSI/ forensics.</p> <p>Child development – Researching the different roles involved in medicine with pregnancy.</p> <p>English – GCSE Paper 1 – research careers related to content in paper 1.</p> <p>Maths – Surface area. Architect/ Quantity surveyor.</p> <p>National Apprenticeship Roadshow</p> <p>Mock Interviews</p>	<p>Careers week.</p> <p>Child development – Invite in a speaker to discuss feeding babies.</p> <p>Science – Cardiovascular system. Restart a heart.</p> <p>French – Hobbies and free time. Sports personalities and sports in Francophone countries.</p> <p>English – Spoken language. Write speeches, focussing persuasion, public speaking, leadership, management etc.</p> <p>Maths – Sequences and quadratics. Cameras and shutter speeds. Photography.</p> <p>Parents evening/ exam preparation evening.</p>	<p>St Wilfrid’s Sixth Form, New College Pontefract.</p> <p>Summer School</p> <p>Huddersfield University Visit</p> <p>Outward Bound Residential</p> <p>Child development – Observational techniques. Invite alumni in.</p> <p>French – Holidays. Travel and tourism/ working abroad.</p> <p>Science – Drug development. Q+A with pharmaceutical professional.</p> <p>Maths – Trigonometry. Careers in STEM.</p>
<b>Year 11</b>	<p>Assemblies</p> <p>Post 16 college providers talk.</p> <p>Form time activities – Start profile (weekly)</p> <p>History – World war one. Careers in the army.</p> <p>French – School. Studying abroad/ gap year.</p> <p>Child development – Researching the different roles involved in medicine with pregnancy.</p> <p>Science – Ecology. Alumni.</p>	<p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>College interviews.</p> <p>Apprenticeship week.</p> <p>Careers week</p> <p>Outside Motivational Speaker</p> <p>History – Museums and their uses.</p> <p>French – Jobs. Career of the month.</p> <p>Science – Formulations. Session at University making formulations.</p>	<p>Exam results day: Post 16 and apprenticeship advice and guidance. NCS</p> <p>Child development – Observational techniques. Invite alumni in.</p> <p>French – Environment. LMI and apprenticeships.</p> <p>Science – Water treatment. Yorkshire water.</p> <p>Maths – Handling data. Use of statistics.</p>

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	Autumn Term	Spring Term	Summer Term
	<p>English language paper 2 – journalism, reporting, sales, marketing etc.</p> <p>Maths – Formulating equations. Use of alumni?</p> <p>Personal Statements</p> <p>CV Workshops/Cover letters</p> <p>Prospects Target Group employability level1</p> <p>Enterprise advisor workshops.</p> <p>Post 16 Destinations parents evening and external providers</p> <p>Parents evening/ exam preparation evening.</p> <p>Revise with pies.</p>	<p>English – Mock interviews.</p> <p>Apprenticeship Workshops</p> <p>Target students to Wakefield College</p> <p>Child development – Invite in a speaker to discuss feeding babies.</p> <p>Maths – problem solving. Manufacturing and engineering. STEM ambassadors?</p> <p>Parents evening/ exam preparation evening.</p>	

**Monitoring**

- The Assistant Head teacher 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 Trust Board.



## Appendix 1 - 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.

<b>Organisation:</b> Rodillian Multi- Academy Trust	<b>Department responsible for the Policy:</b> Attendance
<b>Lead Person:</b> Christopher McColl	<a href="mailto:cmccoll@featherstone.academy">cmccoll@featherstone.academy</a>

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

<b>2. Please provide a brief description of what you are screening</b>
Policy

<b>3. Relevance to equality, diversity, cohesion and integration</b>		
<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>		
<b>Questions</b>	<b>Yes</b>	<b>No</b>
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?		/

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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"> <li>• Eliminating unlawful discrimination, victimisation and harassment</li> <li>• Advancing equality of opportunity</li> <li>• Fostering good relations</li> </ul>		/

<b>4. Considering the impact on equality, diversity, cohesion and integration</b>		
<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>		
<ul style="list-style-type: none"> <li>• Scope of the proposal – all students.</li> <li>• Who is likely to be affected – students.</li> <li>• Equality related information – is held on individual academy and Trust records and gathered through Equal Opportunities Monitoring Forms.</li> <li>• Gaps in information and plans to address - the Trust intends to work to further improve processes relating to the gathering of equality related information across the organisation.</li> <li>• 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.</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Key findings</b> 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.</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Actions</b> The Trust will continue to promote positive impact and remove/reduce negative impact through the application of this Policy within the organisation.</li> </ul>		

<b>5. Governance, ownership and approval</b>		
Please state here who has approved the actions and outcomes of the screening		
<b>Name</b>	<b>Job title</b>	<b>Date</b>
Adam Marham	Head of Governance and Compliance	26 April 2021

<b>6. Publishing</b>	
This screening document will act as evidence that due regard to equality and diversity has been given.	
<b>Date screening completed</b>	26 April 2021
<b>Date agreed at Trust Board</b>	4 May 2021