



MacIntyre Academies

Quest Academy

Provider Access Policy Statement

Version	Changes	Responsibility	Date
4	Minor changes to terminology Updates relating to updated guidance and recommendations.	Principal	April 2026

Person Responsible:	Principal
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1. Aims

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

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- 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 learners in years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships. Learners at Quest Academy currently transition out of Quest Academy at the end of year 11. Learners will either access an appropriate post-16 destination for example a 6th form, college apprenticeship etc.

Schools must provide a minimum of 6 encounters (4 encounters at Quest Academy) with technical education or training providers to all learners in years 8 to 13 (8 to 11 at Quest Academy - see more detail in section 2.1 below).

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

This is outlined in section 42B of the [Education Act 1997](#), the [Skills and Post-16 Education Act 2022](#) and on page 43 of guidance from the Department for Education (DfE) on [careers guidance and access for education and training providers](#).

This policy shows how our school complies with these requirements.

2.1 The 6 encounters schools must offer to all learners in years 8 to 13 (8 – 11 at Quest Academy)

Schools must offer:

- 2 encounters for learners during the 'first key phase' (year 7 or 9)
 - All learners are expected to attend
 - Encounters can take place any time during year 8, and between 1 September and 28 February during year 9
- 2 encounters for learners during the 'second key phase' (year 10 or 11)

- All learners are expected to attend
- Encounters can take place any time during year 10, and between 1 September and 28 February during year 11

These encounters must happen for a reasonable period of time during the standard school day. Schools can continue to provide complementary experiences, but encounters outside of school hours won't count towards these requirements.

Schools must ask each provider to provide the following information as a minimum:

- Information about the provider and the approved qualifications or apprenticeships they offer
- Information about what careers those qualifications and apprenticeships can lead to
- What learning or training with the provider is like
- Answers to any questions from learners

How We Will Comply:

1. **Opportunities for Providers to Engage with Learners**
 - We will invite providers to present information about their qualifications, apprenticeships, and career pathways through:
 - Tutor presentations
 - Careers fairs and employer engagement events
 - Small-group workshops
 - Virtual sessions where in-person visits are not possible
2. **Required Information from Providers**

Providers will be expected to share:

 - Details about their institution and the qualifications/apprenticeships they offer
 - Career pathways associated with their courses
 - Insights into the learning and training experience with them
 - Answers to learner questions
3. **Logistics & Scheduling**
 - We will accommodate provider visits within our academic calendar and timetable.
 - Where necessary, we will provide facilities such as classrooms, IT access, and presentation equipment.
4. **Learner Engagement**
 - All learners will have access to at least one provider engagement per key stage.
 - We will actively encourage participation through structured career education sessions.
5. **Monitoring & Review**
 - We will review our provider access opportunities annually to ensure they remain relevant and beneficial.
 - Feedback from learners and providers will be gathered to improve future sessions.
6. **Accountability and Transparency**
 - Quest aim to evidence all encounters through individual Learner Careers Roadmaps.
 - All policies are public clear and specific.

2.2 Meaningful provider encounters

Our school is committed to providing meaningful encounters to all learners.

1 encounter is defined as 1 meeting/session between learners and 1 provider.

At Quest Academy, we are committed to providing extensive meaningful encounters that empower our students to make informed decisions about their futures. Guided by the **Gatsby Benchmark** principles, we ensure that every student has access to the knowledge, experiences, and support they need to succeed.

1. Start Early

We implement a **progressive careers programme** that broadens horizons from the moment learners

join us. Through structured guidance and scaffolded learning, we help learners develop the understanding necessary to identify their best next steps.

2. Be Informed by Trends and Success

By utilising **destination data and Labour Market Information (LMI)**, we identify gaps and provide targeted interventions. We continuously refine our approach by incorporating employer and alumni insights, ensuring students experience meaningful encounters that connect learning to real-world opportunities.

3. True Advocacy

We commit to **growing our expertise** in all career pathways, staying up to date with the latest vocational and technical opportunities, so that every young person receives informed and relevant guidance.

4. Challenge Misconceptions and Assumptions Head-On

We proactively engage with **learners, parents, and staff** to address potential misconceptions, ensuring that all stakeholders have a clear and accurate understanding of career possibilities.

5. Equity of Access to Information and Understanding

We believe in **opportunity for all**, ensuring that every learner—regardless of background—has equal access to careers information and guidance that supports their ambitions.

Through these principles, Quest Academy ensures that every encounter is meaningful, purposeful, and impactful in shaping our learners' futures.

Quest Academy endeavours to provide inclusive provision for all learners ensuring equal access for all groups including SEND and disadvantaged learners

Meaningful live online engagement is also an option at our school.

3. Learner entitlement

Learner Entitlement to Careers Education and Guidance

At **Quest Academy**, we are committed to delivering a high-quality **Careers Education, Information, Advice, and Guidance (CEIAG) programme** that supports all learners in Years 7 to 11. Our programme is designed to be **differentiated, targeted and personalised**, ensuring progression through a range of activities tailored to each learner's stage of career learning, planning, and development.

All learners at Quest Academy are entitled to **impartial, confidential, and professionally delivered Careers Education and Guidance** that meets recognised standards of best practice. To support this, we engage an **independent Level 6 qualified Careers Guidance Professional (Transition Consultant)** to provide guidance as part of our Careers Programme.

Careers Programme for Years 7 -11

Our Careers Education and Guidance Programme is structured as follows:

- **Years 7 and 9:** Careers education is delivered as part of the **PSHE curriculum**, ensuring early exposure to career-related learning and future pathways.
- **Years 10 and 11:** Careers education and guidance are integrated into a **Personalised Learning Curriculum**, offering tailored support for next-step decision-making.
- These programmes are carefully planned to link with cross-curricular themes each half-term and are adapted to meet the specific **transition planning needs** of each year group.

Key Entitlements for Learners

- **Individual Careers Guidance Interviews**

- Learners in **Years 9 to 11** will receive a **one-to-one careers guidance interview** with an independent careers advisory service, The Careers Path
- Following the interview, each learner will receive a **Personalised Action Plan**, outlining key discussion points and recommended next steps (e.g., research tasks, applications, or skills development).
- **Year 8 learners** will participate in a **group careers talk**
- **Access to Careers Information and Provider Engagement**
 - Learners in **Years 8 to 11** will have access to a **developing Careers Resource Platform called, *Morrisby***
 - Planned use of the **Morrisby**, as an interactive careers education tool.
 - Psychometric testing providing accurate identification of personality traits, abilities and skills linking them to appropriate careers.
 - Engagement with **local education and training providers**, including further education colleges, apprenticeship providers, and employers.
 - Opportunities to attend **options events, careers exhibitions, assemblies, taster sessions, group discussions, and a Careers Marketplace event** to explore post-16 pathways.
- **Work-Related Learning and College Engagement (Years 10 & 11)**
 - Participation in a **work-related learning programme**, including enterprise activities and in-house work experience.
 - College **taster sessions** delivered in partnership with *Warwickshire College Group* and other *Post-16 providers*.
 - Whenever possible, access to **external work experience placements** to develop real-world employability skills.

4. Management of provider access requests

4.1 Procedure

The Careers Programme is planned, monitored, administrated and evaluated by the DeputyPrincipal (Personal Development) who has careers oversight alongside the Careers Lead. The Guidance aims to be impartial, confidential (within policy guidelines), responsive to learner's needs and based on the principles of equal opportunities and diversity. Staff are requested to highlight a 'Careers Focus' and 'cultural capital' within their schemes of work.

Provider Access Requests

At **Quest Academy**, we welcome engagement from education, training, and employment providers to support our learners in understanding the full range of post-16 and post-18 opportunities available to them.

To ensure a structured and meaningful experience for our learners, providers requesting access must follow the procedures outlined below.

Procedure for Requesting Access

1. Initial Request

- Providers should submit a request at least **six weeks in advance** of their proposed session.
- Requests must be made to the Deputy **Principal (Personal Development) / Careers Lead** via the contact details below.
- The request should include:
 - The **name of the provider** and contact details.
 - The **purpose of the session** (e.g., apprenticeships, post-16 options, industry insights).
 - The **year group(s)** the provider wishes to engage with.
 - The **format** of the session (e.g., assembly, workshop, careers fair).
 - Any **specific requirements** (e.g., IT facilities, classroom space).

2. Approval & Scheduling

- The Careers Lead will review requests in line with the school's **Careers Programme** and the availability of learners.
- Once approved, a mutually agreed date and time will be arranged.

3. Delivery & Resources

- Providers may be required to submit a brief **outline of their session** in advance.
- Sessions should be **impartial** and focused on informing learners about a range of opportunities.
- Promotional materials must be in line with **school policies and careers guidance best practices**.

4. Follow-Up & Feedback

- Providers are encouraged to gather **learner feedback** and share insights with the Careers Lead for continuous programme improvement.

A provider wishing to request access should contact our Family Footings Team.

Telephone: 01788 593112

Email: family.footings@macintyreacademies.org

4.2 Opportunities for access

A comprehensive calendar of events and opportunities are integrated into our careers programme, which will offer providers an opportunity to come into school to speak to learners and/or their parents/carers:

We've provided some examples for what we intend on offering:

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 8	Careers Fair – whole school Opportunity to meet emergency services	Experience Days e.g. Mad Science event Introduction to Morrisby careers platform.	Careers workshop Enterprise Activity Day Warning Zone – Life Skills
YEAR 9	Careers Fair – whole school Assembly and tutor group opportunities – employability skills Meeting with careers adviser	Key Stage 4 options event Opportunity to meet emergency services Enterprise Activity Day	Zoo Severn Trent Robotics workshop
YEAR 10	Careers Fair – whole school Enterprise Activity Day College information and visits Life Skills – work experience preparation sessions Morrisby – employability skills	Opportunities to speak to industry professionals STEM Day CV Writing	Work experience preparation sessions University Day – Aspirations Mock interviews

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 11	Careers Fair – whole school Post-16 provider open evenings Post-16 apprenticeships assembly Meetings with careers adviser Post-16 applications	Event Planning – Prom, charity STEM Day Post-16 interviews Apprenticeships – support with applications CV Update Mock interviews	No encounters – encounters must have taken place by 28 February Confirmation of post-16 education and training destinations for all learners

Please speak to our **Family Footings – Careers Link** to identify the most suitable opportunity for you.

4.3 Granting and refusing access

Provider Access: When Access Will Be Granted or Refused

At **Quest Academy**, we ensure that providers have **fair and reasonable access** to learners, while also maintaining the structure and integrity of our curriculum. Below is an outline of when access will be **granted or refused**.

Access Will Be Granted During:

- ✓ **Timetabled Careers Education Sessions** – As part of the **PSHCE programme** (Years 7 & 9) and the **Personalised Learning Curriculum** (Years 10 & 11).
- ✓ **Assemblies** – Scheduled slots for providers to deliver presentations on career pathways, apprenticeships, and further education.
- ✓ **Careers Events & Fairs** – Including the **Careers Marketplace** event, where multiple providers can engage with learners.
- ✓ **Employer & Provider Workshops** – Opportunities to deliver small-group or whole-class sessions.
- ✓ **Taster Sessions & Industry Talks** – For providers offering subject-specific insights, apprenticeship opportunities, or vocational training.
- ✓ **Work-Related Learning Activities** – Providers can support learners in Years 10 & 11 with employer-led workshops, mock interviews, and work experience guidance.

Access May Be Refused If:

- ✗ **The request does not align with the Careers Programme** or curriculum priorities.
- ✗ **Insufficient notice is given** (requests must be submitted at least six weeks in advance).
- ✗ **The session conflicts with key academic priorities**, such as exam periods or assessments.
- ✗ **The proposed session is deemed promotional** rather than **informative and impartial**.
- ✗ **Resources or staffing are unavailable** to facilitate the session.
- ✗ **The content does not meet the school's safeguarding, equal opportunities, or diversity policies**.

We aim to accommodate as many provider requests as possible while ensuring sessions are **meaningful, structured, and beneficial** for our learners.

4.4 Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors. The school follows strict safeguarding guidelines due to the learner profile and expect education and training providers to adhere to this policy fully.

4.5 Premises and facilities

At **Quest Academy**, we are committed to ensuring that visiting providers have access to appropriate facilities and resources to deliver high-quality careers education sessions.

Facilities Available for Provider Use

Providers will have access to:

- ✓ **Classrooms** – Suitable for workshops, group discussions, and presentations.
- ✓ **Assembly Hall** – Available for larger presentations or careers events.
- ✓ **IT Suites & AV Equipment** – Computers, projectors, and interactive screens for digital presentations.
- ✓ **Meeting Rooms** – For one-to-one careers guidance sessions or small-group mentoring.
- ✓ **Careers Resource Area** – Space where providers may display and distribute information about their courses, apprenticeships, and career pathways.

Process for Organising Facilities

- Providers should **submit a request at least six weeks in advance** to ensure availability of appropriate spaces and resources.
- The request should outline:
 - The **type of session** (e.g., assembly, workshop, careers fair).
 - **Preferred facilities and any equipment needs** (e.g., IT access, AV setup).
 - The **number of learners** expected to attend.
- The **Careers Lead** will confirm arrangements and provide guidance on the facilities allocated.

Distribution of Prospectuses and Materials

- ✓ Providers may leave **prospectuses, brochures, and other career-related materials** in the **Careers Resource Area** for learners to access.
- ✓ Digital resources or links may also be shared via the school's **virtual learning environment (VLE)** or careers newsletter.
- ✗ Promotional materials that do not align with **impartial guidance principles** may not be distributed.

5. Previous providers

In previous years we have invited a range of providers from the local area to speak to our learners.

A sample of these are listed below:

- Warwickshire College Group
- City College Coventry
- Hereward College
- Coventry University
- North Warwickshire and South Leicestershire College
- Armed forces
- Emergency services
- Severn Trent
- Guide Dogs

6. Learner destinations

Last year, our year 11 learners moved to a range of providers in the local area after school:

Name	Locality	College	SEN Need	CIC/PCIC
Learner A	Nuneaton	Discovery	ASD ADHD (combined) Sleep difficulties	
Learner B	Rugby	Rugby College	ASD Language disorder	
Learner C	Rugby	Rugby College	ADHD ASD SEMH	
Learner D	Nuneaton	Nuneaton College /	ASD Asthma Anxiety	
Learner E	Northampton	Banbury	Genetic condition Likely relatively severe Post Traumatic Stress & Attachment Disorder	PCIC
Learner F	Rugby	Moreton Morell	Language processing Verbal reasoning Genetic condition Low cognitive profile Sensory Physical - growth hormone therapy	
Learner G	Nuneaton	Nuneaton College	ASD Speech & language Anxiety Sensory	
Learner H	Rugby	Rugby College	ASD	
Learner I	Rugby	Rugby College	ASD Social communication	
Learner J	Coventry	Hereward	ASD Social communication Sensory	
Learner K	Rugby	Moulton College	ASD ADHD ODD	
Learner L	Nunetaon	Discovery	ASD ADHD Epilepsy Diary Intolerance Chromosomal abnormality	
Learner M	Rugby	Rugby College	ASD Communication Sensory processing Learning difficulties	
Learner N	Rugby	Rugby College	ASD Anxiety Sensory Fine motor	
Learner O	Rugby	Leamington College	Developmental language disorder Sensory	

7. Complaints

Any complaints related to provider access can be raised following the school complaints procedure [Complaints Policy and Procedure](#) or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

8. Links to other policies

Overview of the Provider Access Policy Statement (PAPS): outlines the school's duty to provide access to education and training providers. The Purpose of this outline is to demonstrate alignment and interlinkages between the PAPS and other core school policies.

Safeguarding Policy

- All external providers invited under PAPS must comply with the school's safeguarding protocols.
- Reference the requirement for DBS checks and supervision of visitors.
- Alignment with KCSIE (Keeping Children Safe in Education) statutory guidance.
- Emphasis on safeguarding during 1:1 interactions, workshops, or off-site visits.

Links to the Careers Guidance Policy

- PAPS is an operational component of the Careers Guidance Policy.
- Both policies share the goal of providing learners with access to a wide range of career pathways.
- Reference to Gatsby Benchmarks, particularly Benchmark 7 (Encounters with Further and Higher Education) and Benchmark 5 (Encounters with Employers and Employees).
- Coordination of provider access with the careers programme to ensure relevance and coherence.

Links to the Curriculum Policy

- External provider access supports the school's intent to deliver a broad and balanced curriculum.
- Opportunities for curriculum enrichment through employer engagement, vocational learning, and real-world context.
- Emphasise integration with PSHE, Citizenship, and subject-specific content (e.g., STEM careers talks in Science).
- PAPS supports the delivery of key skills and knowledge required for post-16 and post-18 pathways.

Links to the Complaints Policy

- Any concerns or complaints about provider access, behaviour of visiting professionals, or student experience are handled through the school's Complaints Policy.
- Clear procedures for learners, parents, carers and external providers to raise concerns.
- Ensures accountability and quality assurance of career-related provision.

PAPS interacts with key school policies to provide a safe, enriching, and compliant experience for students.

9. Monitoring arrangements

The school's arrangements for managing the access of education and training providers to learners are monitored by the Deputy Principal for Careers.

An annual review of PAPS in line with the review cycles of related policies aim to maintain consistency and relevance.

This policy will be reviewed by the Deputy Principal for Careers, annually at every review, the policy will be approved by the governing board.

Changes at previous reviews:

Version	Changes	Responsibility	Date
2	New version	BM	Feb 2025