Tel: +44 (020) 3693 4911

4-8 Rodney Street, London, N1 9JH

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www.thefamilyschoollondon.org

The Pears Family Charitable Foundation School

Provider Access Statement

Date last approved by Head	November 2026
Review Date	November 2027
Coordinator	Careers lead
Principal Signature	Matthew Hillman

At the heart of all policies at The Pears Family School are the following principles:

- Every young person in our school, whatever his or her personal circumstances can learn and achieve
- Every young person in our school, whatever his or her self-perception and previous experiences, has academic and creative potential to become a valuable member of society
- The key to learning at The Pears Family School lies within the quality of the relationships between pupils, family members, staff and the intermediate agencies with whom we work
- The success of our school is based on high expectations, mutual trust, caring for each other and taking responsibility
- Every young person in our school is capable of becoming an agent for change in his or her local community
- Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation
- We have carefully considered the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations

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Our vision is to provide our pupils with the confidence, academic progress, and ambition to take the next steps towards a successful and productive life and to be able to contribute positively within their local community and wider society.

Aims:

At Pears Family School (PFS) we aim to provide all pupils from year 8 to 9 with meaningful opportunities to explore a wide range of future options.

This statement also aims to set out our school's arrangements for managing the access of education and training providers to pupils 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 provider who is given access

As a school we aim to:

- Develop knowledge and awareness among our pupils of all career pathways available to them, including technical qualifications and apprenticeships.
- Support pupils in learning more about opportunities for education and training outside of school, before they make crucial choices about their future options
- Reduce the risk of pupils becoming NEET (not in education, employment or training)

What are pupils entitled to?

In line with the DfE's 'Careers guidance and access for education and training providers', Pears Family School will ensure that all pupils, regardless of background or needs, can access provider encounters and encounters are made accessible to pupils with SEND.

Pupils in Years 8 and 9:

- Learn more about technical education qualifications and apprenticeship opportunities as part of a careers programme which informs pupils of the full range of education and training options available to them at each transition point.
- Understand that there are a range of academic and technical routes available to them.

All pupils in Years 8 and 9 will receive at least two encounters with accredited providers of technical education and apprenticeships.

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As a minimum, PFS will provide:

- Two encounters that are mandatory for all pupils to attend that take place any time during year 8 or between 1 September and 28 February during year 9.

	Content/ Gatsby Benchmark link	Resources	Encounters/Gatsby Benchmark link
Primary	See primary link document (below)		
Year 8	Understanding that everyone has a different pathway through life, education and work (1,3) Review their values, personal qualities, strength, interests and skills and how these might impact their future education and career choices (1,4) Identify their early career aspirations (1,4) Careers Day	Skills assessment Home | Discover your skills and careers | Get careers information and advice PSHE Association KS3 lessons	**Live showcase career webinar (5)** **Visit from Bright futures to discuss qualities and skills and build knowledge and experience of different jobs(2,3,4)**
Year 9	Transferable skills and qualities that will benefit someone through their education and career (1,4) About different work roles and career pathways (1,3) Employment rights and fair recruitment (1,3) Setting realistic yet ambitious targets and goals (1,4) Knowledge of pathways available to them post 16 (1,2,4) Careers day	PSHE Association KS3 lessons Information about pathways post Resources - Amazing Apprenticeships	**Live showcase career webinar (5)** **Visit from Bright futures to discuss skills in CV writing and interview skills (2,3,4)**

PFS offers at least the two provider encounters that are legally required – these are marked with bold text below.

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Annual Programme

Working with parents

We aim to involve parents and carers in our careers programme and welcome your attendance at encounters with providers in school.
If you would like to speak to the school about encounters with providers, please contact Rebecca Breedon, rebecca.breedon@thefamilyschoollondon.org
We also welcome feedback from parents and carers to help improve our offer of encounters with providers.

Management of provider access requests

Procedure
A provider wishing to request access should contact Rebecca Breedon, Assistant Headteacher, Curriculum Lead – Careers Lead

Phone number: 020 3693 4911

Email contact: rebecca.breedon@thefamilyschoollondon.org

Information we ask from providers
As a school we ask each provider to provide the following information for our pupils:

- Information about your provision and the approved qualifications or apprenticeships you offer
- Information about what careers those qualifications and apprenticeships can lead to
- What learning or training with you is like
- Answers to any questions from pupils

Opportunities for access

There are a range of possible opportunities that offer providers an opportunity to come into school to speak to pupils and their parents/carers.

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

We've provided some examples of possible encounters:

- Virtual Employer event for pupils and parents/carers

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- Visit to a workplace including what it is like to learn, develop and succeed in that environment
- Meeting with pupils and parents/carers to discuss skills, interests and technical/ vocational

Live online encounters
We will consider requests for live online encounters with providers, which may be broadcast into classrooms We will need to carry out technology checks in advance to make sure systems are compatible.

Granting and refusing provider access requests
Each access request will be considered on a case-by-case basis.
We will grant access requests where there is opportunity for a positive contribution to our careers programme.

Safeguarding
Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors. You can find the policy on our school website.
Education and training providers will be expected to adhere to this policy.

Premises and facilities
We will provide an appropriate room with the necessary equipment providers require to carry out their visit effectively – details will be agreed with the provider.
Providers are welcome to leave a copy of their prospectus or other relevant course literature with our careers lead.
Providers will be met and supervised by a member of staff who will facilitate their visit.

Complaints
Any complaints related to provider access can be raised following the school complaints procedure that can be found on the school website

This policy, the information included, and its implementation will be monitored by the governing body and reviewed annually.
The next review date is: November 2027