

Introduction

Stormont House School's vision is "**Achievement for all in a unique world-class school**". As part of that vision, we believe we have a duty to provide impartial careers information, advice, and guidance for all our students. To achieve this, we acknowledge the need to have a high-quality programme of career and work-related education which will enable all students to develop employability skills, to better understand the world of work, help them explore different career pathways and support them in making informed decisions on the opportunities that are available to them.

Overall Aim

The aim of this policy is to ensure the school is consistently providing high quality careers education, information, advice, and guidance (CEIAG) by:

- Providing access to a range of activities that will inspire and motivate students. This would include employer talks, careers fairs, motivational speakers, college visits, mentors, and workplace visits.
- Providing individual, impartial guidance based on identified individual need and up to date information through working with Prospects, Employers, Colleges, and alternative further education providers.
- Arrange high quality work experience that is suitable for students, and which reflects individual students interests and strengths.
- Build strong links with employers that are supportive of young people with special educational needs.
- Making Students aware of the wide variety of options available to them post -16, for example, apprenticeships, pre-apprenticeships, supported internships or other vocational pathways which may lead to higher education or employment.
- Promoting equality amongst both the sexes by avoiding any form of stereotyping in the advice and guidance that is provided. So that students from all backgrounds and diversity groups can consider a wide range of careers including those that may have historically been assigned to a particular gender, race, class, or ability.

This will enable our students to:

- Develop a broad understanding of education, training and employment and be able to develop the skills to make informed choices about their future.
- Develop Careers exploration skills that equip them with the skills to make good use of information and guidance provided to them.
- Develop employability skills where they are more self-aware and realise the importance of the curriculum they follow at school and how their performance impacts their future employment.
- Develop career management skills that they need in order to review achievements, make decisions regarding future careers and cope with change and transition.

Commitment

Stormont House School is committed to providing a planned programme of careers education and guidance for all students from Years 7 to 12 based on the guidance in the CDI Framework for Careers and Work-Related Education, the Gatsby Benchmarks and also following statutory guidelines, as shown below:

Schools have a duty to provide impartial and independent careers education, information, advice, and guidance (1997 and 2008 Acts, 2009 Skills Act, 2011 Education Act).

This includes a statutory duty to provide external and impartial careers guidance in Years 8-13 and promote the best interests of the pupils to whom it is given (The Education Act 2011, Education and Skills Act 1998, and The Education Act 1997 and Careers Guidance and Inspiration in Schools Statutory Guidance 2015).

Additionally, schools must ensure that their programme of careers education and guidance includes information on 16-18 education or training, including apprenticeships and other work-based education and training options. (The Education Act 2011, Education and Skills Act 1998, and The Education Act 1997 - Statutory Guidance 2015)

Governors and staff are committed to:

- Providing a planned and individually tailored programme of careers activities to which all students from Key Stage 3-5 are entitled to and will have access to. [see Entitlement](#)
- Working in partnership with Prospects in order to provide independent information, advice, and guidance to ensure that no student is at any disadvantage of gaining access to education, training, or work. [see Partnerships](#)
- Ensuring that students' progress to an opportunity in further education, training, volunteering, or employment that is suitable for their needs.
- Involving students, parents and carers and all other stakeholders in a programme of careers activities and any developments within careers.
- Achieving the Quality in Careers Standard.

Implementation

Entitlement

Stormont House School will:

- Ensure that a variety of careers information is available and accessible to students through the tutorial programme, Careers and Further Education evenings, the school Careers library, through the school website and through Prospects.
- Arrange personal interviews for students, taking into consideration their special needs, at key transition times e.g., arranging post 14 and post 16 pathways transition reviews with the school's independent careers advisor from Prospects.
- Encourage students to recognise the importance of their personal statements and work with them to ensure the statement supports their career planning.
- Conduct mock interviews with students with our school Business in the Community partners and work closely with them to ensure that students are confident about application procedures for employment and further education.
- Organise appropriate and productive work experience opportunities both internal and external. Develop and create a wider variety of work experience placements, suitable for our student's range of complex needs. Strengthen existing links and offer training opportunities around working with young people with SEND.

- Encourage an integrated cross curricular and careers-oriented approach to world of work learning, using it as a context for subject delivery e.g., Cross Curricular Careers week.
- Take advantage of careers opportunities provided through local colleges and organisations for all year groups e.g., workplace visits, open days, and careers events.
- Arrange Provider access - to create opportunities for local FE colleges, alternative providers, employers, business community outreach programmes, parents, and any other stakeholders to explore careers opportunities with all students. These opportunities will include information on education, training, technical education qualifications, as well as Supported Internships, traineeships, and apprenticeship opportunities.
See Appendix B for Policy Statement on Provider Access
- Work towards a framework for monitoring and evaluating the delivery of the schools CEIAG which will be considered in the annual review of the school's careers programme of study and school development plan.
- Inform Staff, Students and Parent/Carers of Careers entitlement by making the Careers Policy available to them on the School Website.

Delivery

Key Stage 3

- Whole School curriculum supports Careers development through Schemes of Work that link to soft skills and practical skills that promote a young person's employability.
- At Key Stage 3 CEIAG is currently a part of the Tutorial programme, PSD programme and PfA programme which takes in to account the PSHE Association framework.
- Preparing for Adulthood lessons. Students explore employment, managing good health, Independent Life Skills and learn to be a positive member of the community. They develop their understanding of their own needs and aspirations, building on their self-awareness and developing an Individual Career plan.
- Careers Assemblies and Talks:
 - Introduction to Careers
 - Employer Talks
 - STEAM Careers
 - Alumni Talks
- Multiple opportunities for employer encounters and Workplace visits, which are informed by students interests and Labour Market information.
- Enterprise opportunities in a variety of curriculum subjects.
- Year 7 and 8 group Prospect's Careers Advisor workshops – getting to know you! sessions.
- Year 9 are also interviewed by the Prospects independent careers advisor and have a Post-14 transition review.
- World of Work Week - Week of Career focused lessons, activities, and visits across all curriculum subjects. Practical sessions led by staff, external employers, professionals, and Alumni.
- Annual Careers Action Plan and Vocational Profile.
- Annual Reviews include student's assessment of their own skills and attributes. Includes discussion of steps towards long term aspirations with the young person and their parent/carers.

Key Stage 4

- Whole School curriculum supports Careers development through Schemes of Work that link to soft skills and practical skills that promote a young person's employability.
- Students follow the accredited Edexcel Award in Personal Social Development course of study.

- Students in PfA and PSD lessons focus on Enterprise, CV's, job applications and developing interview skills through mock interviews. Students create an individual vocational profile to better inform future employers of how best to work with the individual as an employee.
- Careers Assemblies and Talks:
 - Careers and College
 - Employer Talks
 - STEAM Careers
 - Alumni Talks
- Year 10 Internal Work experience interviews facilitated by business partners, school staff and governors.
- Students undertake a year of internal work experience in Year 10 and 3 one day a week external work experiences in different sectors as part of a Year 11 programme of preparation for work and debriefing to maximise the learning from their experience.
- Years 10 & 11 Progression Evening, PfA Information Station event and Hackney Post 16 Choices Event.
- Multiple opportunities for employer encounters and Workplace visits, which are informed by students interests and Labour Market information.
- Students attend Skills London exhibition.
- Students take part in college and workplace visits.
- World of Work Week - Week of Career focused lessons, activities, and visits across all curriculum subjects. Practical sessions led by staff, external employers, professionals, and Alumni.
- Annual Careers Action Plan and Vocational Profile.
- Annual Reviews include student's assessment of their own skills and attributes. Includes discussion of steps towards long term aspirations with young person and their parent/carers.
- Bi-annual 1:1 Prospect's Careers Advisor meetings.

Key Stage 5

- Students follow the Edexcel BTEC Workskills course.
- Enterprise lessons.
- Whole School curriculum supports Careers development through Schemes of Work that link to soft skills and practical skills that promote a young person's employability.
- Careers Assemblies and Talks:
 - Careers and the Future
 - Supported Internships
 - Employer Talks
 - STEAM Careers
 - Alumni Talk
- 1-week external work experience placement. As well as additional work experience through assigned volunteering support roles for students as part of the school's Expressive Arts programme and Play Programme.
- College link courses at BSix Sixth Form College, ELATT or New City College Hackney, as well as other partner providers depending on student's vocational course option.
- Multiple opportunities for employer encounters and Workplace visits, which are informed by students interests and Labour Market information.
- World of Work Week - Week of Career focused lessons, activities, and visits across all curriculum subjects. Practical sessions led by staff, external employers, professionals, and Alumni.
- Annual Careers Action Plan and Vocational Profile.
- Annual Reviews include student's assessment of their own skills and attributes. Includes discussion of steps towards long term aspirations with young person and their parent/carers.

- Bi-annual 1:1 Prospect's Careers Advisor meetings.
- Students attend Skills London exhibition and Hackney Careers Events.

See Appendix A for Outcomes.

Accreditation and Assessment

Careers learning outcomes are based on the ACEG framework and students are given the opportunity to follow accredited courses in PSD and Workskills at Entry level and above. Students are assessed using the AfL technique and through accredited courses. Courses are coursework based and are internally examined with external moderation.

Roles and Responsibilities

Name	Role in School	CEIAG Role
Kevin McDonnell	Headteacher	Preparing for Adulthood Lead
Sandra Collier	Deputy Head Inclusion, Safeguarding & Behaviour	Inclusion Lead
Fiona Crossland	Deputy Head Teaching, Learning & Assessment	Progression and Destinations Lead
Claire Napier	Careers and Sixth Form Lead	Careers Lead & Administrator Quality in Careers Standard Lead
Jo-Anne Rampling	N/A	Prospects Level 6 Impartial Careers Advisor
Kirstie Hubbard	N/A	Central Careers Hub SEND Enterprise Co-ordinator
Amy Packer	N/A	Central Careers Hub Enterprise Advisor
Angela McKell	PSD, Workskills and Duke of Edinburgh Subject Lead	PSD Lead PSD Teacher – Yr 8,10 & 11 PfA Lead Workskills Lead & Teacher -Yr 12
Dylan Marney Jack Maguire Toni Burke	PfA, PSD and Year 7 Teacher PfA, PSD and Year 7 Teacher PfA, PSD, Workskills and Duke of Edinburgh Teacher	PSD Teacher - Yr 7 PSD Teacher - Yr 7 PSD Teacher - Yr 8, 9 & 10
Beatrice Andrews	Co-opted Governor	Careers Link Governor

Partnerships

The school is committed to working with a large range of partners to deliver a CEIAG programme dedicated to creating new and maintaining existing partnerships to further the student's experience of the World of Work.

We work closely with a variety of local and Global businesses partners through our Work Experience Programme, Careers Insights/Workshops, Assemblies and Careers in Curriculum subject offer.

Through the schools Sixth Form split provision we have links with various FE colleges and alternative providers such as [BSix](#), [CONEL](#), [ELATT](#), [The Harington Scheme](#), [NCC Hackney](#) and more. We also engage with HE Institutions like [UCL](#) through University insights, workshops and projects.

We work with [Hackney Supported Employment Service](#), [Young Hackney](#), [Hackney Council](#), [Queen Elizabeth Olympic Park](#), [Peabody trust](#), [Inspire!](#), [Volunteering Matters](#), [Transport for London](#) and many more organisations to provide various careers activities and schemes.

We work in partnership with [Prospects Careers Service](#), [The Prince's Trust](#), [Talentino](#), [Central London Careers Hub](#), [Hackney Careers Collaborative](#) and many other Careers focused organisations that support us as a school to grow our careers programme so that it is progressive and creates opportunities for our students in the ever-changing job market.

Resources

Stormont House School staff contribute to the Career's Education, Information and Guidance programme in their roles as tutors and subject teachers. This is lead and delivered by teachers who specialise in personal social development.

We commission Prospects Careers Service for 20 days a year to provide individual impartial careers guidance with a Level 6 Careers Advisor.

Careers information is available in the Online Careers library on the school's website, which is maintained by the school Careers Lead and aimed at Students, Staff and Parents/Carers.

Monitoring, Review & Evaluation

- Teaching of careers lessons are subject to schools Teaching and Learning observation process.
- PfA Learning outcomes throughout Key stage 3 - 5 are recorded and progress assessed. Career progression is evaluated against Learning Outcomes. *see Appendix A*
- Students' complete evaluation of internal and external Work Experience placements.
- Staff complete evaluation of Work Experience placements
- Annual evaluation of Prospects with careers advisor
- Annual evaluation of Work Experience placements
- Annual evaluation of CEIAG accreditation and CEIAG programme. It is a part of the PSD and Workskills annual review carried out by the PSD and Workskills Lead, as well as careers teaching staff.
- Tracking of Leavers destinations and monitoring progression with clear pathways.
- Careers tracking through Compass+ which also provides Careers data analysis.
- Annual review of Careers Policy.

Development and Training

This policy statement has been developed in consultation with governors, the school leadership team, staff, students, and external partners. Staff training needs are identified yearly through school performance management reviews and training for CEIAG will be provided when needed.

Parent/Carer involvement

Parental involvement is encouraged at all stages of CEIAG. Parents are kept up to date with careers related information through letters, newsletters, workshops, provider visits, careers library on school website and at open evenings. Parents are welcome at careers interviews and are a part of the decision-making process surrounding students post 16 options through annual reviews.

Links with other policies

This policy complements and should be read in conjunction with the school's Teaching & Learning, RSE and Safeguarding policies.

This policy has been developed and will be reviewed every year in discussion with teaching staff; the school's careers advisor(s), students, parents, governors, advisory staff, and other external partners.

Approval

Headteacher: Kevin McDonnell

Chair of Governors: Bernard Hawes

Date of approval: September 2023

Date of next review: September 2024

Appendix A

Outcomes

Key Stage 3

By the end of this key stage, most Stormont House students will have:

- Developed some knowledge of careers in the wider world.
- Begun to think about and explore types of jobs they may like to do, including roleplaying different job/workplace scenarios, writing, and talking about jobs they may like to research.
- Completed a Vocational Passport and Careers Action Plan each year.
- Begun to formulate an individual career plan by making links with hobbies & interests, subjects studied at school, employability skills and qualities. These are then reflected in aspirations and outcomes agreed at Annual Reviews.
- Had multiple employer encounters and Workplace visits or workshops.
- Developed awareness of the limits of stereotypical thinking and decisions
- Received appropriate advice and guidance on post-14 work related learning.
- Developed some knowledge of how we gain money, how to make choices about how to spend, save and manage money.

Key Stage 4

By the end of this key stage, most Stormont House students will have:

- A better understanding of themselves and how to present themselves well (be able to describe their personal characteristics, abilities, interests, potential, weaknesses, and limitations)
- Explored presentation skills and strategies to improve chances of selection at interviews.
- Completed a Vocational Passport and Careers Action Plan each year. Know how to set challenging, realistic goals to make progress.
- Recognised the relevance of school to work and how different subjects can help them progress in their career.
- Developed skills to research information about work related opportunities, a range of different jobs or and to have used this to help make choices about appropriate Work Experience placements, possible jobs, apprenticeships, supported internships and college courses.
- Had multiple employer encounters and Workplace visits or workshops.
- Gained direct experience of work and reflected on how this has benefitted them.
- Been made aware of the laws and health and safety related to young people's employment.
- Shown they can be positive, flexible, and well-prepared at transition points.
- Accessed impartial advice, guidance, and support to help their decision making.
- Recognised rights and responsibilities in relation to discrimination and challenged stereotypical views that may limit aspirations.
- Knowledge of some basic economic terms and be able to recognise what a budget is.
- Reviewed and updated plans for next steps post-16.

Key Stage 5

By the end of this Key Stage, most Stormont House students will have:

- Extended their self-knowledge, career exploration, career management, and other key employability skills.
- Participated in opportunities to develop employability skills and (e.g., with work experience, voluntary work, clubs, other activities)
- Reflected on the importance of diversity and inclusion in the workplace and the implications for your behaviour and others.
- Considered responsibilities and rights as a student, trainee, or employee to observe safe working practices.
- Developed their personal financial capability to improve their decisions that affect their everyday living and next career steps.
- Researched, evaluated, and made choices about future education, employment or training plans.
- Made a back-up plan in case things go better or worse than expected.
- Made effective use of their own personal support network including impartial careers advice and guidance to make a successful next careers step.
- Identified how to prepare for, perform well and learn from selection processes.
- Considered strategies to cope with managing career transitions.
- Completed a Vocational Passport and Careers Action Plan each year. Identified appropriate routes to their goals.
- Reviewed and updated their individual learning plans and identified strategies for coping with the challenge of managing their careers steps, including where to get help in the future.

Appendix B

Policy Statement on Provider Access

1. Aims

This policy statement sets out the school's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training 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 students in years 8 to 13 (year 7 to 12 at Stormont) for the purposes of informing them about approved technical education, qualifications, or apprenticeships.

Schools must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13 (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 students.

This is outlined in section 42B of the [Education Act 1997](#), the [Skills and Post-16 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 pupils in years 7 to 12

Schools must offer:

- 2 encounters for pupils during the 'first key phase' (Year 7 or 8)
 - All pupils must attend.
 - Encounters can take place any time during the school year
- 2 encounters for pupils during the 'second key phase' (Year 9 or 10)
 - All pupils must attend.
 - Encounters can take place any time during the school year
- 2 encounters for pupils during the 'third key phase' (year 11 or 12)
 - Pupils can choose to attend.
 - Encounters can take place any time between 1 September and 28 April during year 11 & 12.

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 pupils

Stormont House School will do this through:

- Workplace visits
- Work Experience (Internal and External)
- Apprentice/Supported Internship Walkthroughs and Talks
- Employer Talks
- Alumni Talks
- Careers Assemblies
- Person Centred Annual Reviews
- Preparing for Adulthood lessons
- WorkSkills Lessons
- Personal, Social Development Lessons
- Careers Lead 1:1's
- Prospect Careers Advisor Meetings
- Careers Evenings
- Parent/Carer information sessions
- Labour Market Information

2.2 Meaningful provider encounters

Our school is committed to providing meaningful encounters to all pupils. 1 encounter is defined as 1 meeting/session between pupils and 1 provider. To support a meaningful approach to providing meaningful encounters the school will:

- **Start early**
 - Implement a progressive programme that broadens horizons, and scaffolds development of the knowledge and understanding required for students to identify their best next steps, from when students join you
- **Be informed by trends and success**
 - Use destination data and LMI to identify any gaps and implement appropriate intervention.
 - Use relevant destinations data and LMI to inform continuous improvement.
 - Harness employer and alumni voice through multi-Benchmark approaches where young people can be supported to understand learning opportunities through encounters and experiences of the workplace.
- **Provide True advocacy**
 - Grow expertise in all career pathways and opportunities for young people
 - Become an expert in the latest vocational and technical opportunities for our young people
 - Challenge misconception and assumptions head on
 - Consider all stakeholders and their knowledge, understanding and potential misconceptions
- **Equity of access to information and understanding**
 - All pathways for all young people
 - Provide equality of access to information and understanding

Examples of Meaningful Encounters include:

- 'Provider Speed Dating' event with focus on myth busting (KS3) or Provider Speed Dating/Pathways event with structured opportunities for pupils to engage with providers of available routes post 16 and post 18, including technical and vocational (KS4/5)
- Local employer experiences of the workplace visit with a focus on employee pathways into roles and sector
- Mock interview/Assessment Centre experience with introduction to aptitude testing.
- CV/Interview feedback workshops.
- Interactive Careers Fair with LMI workshop/quiz focus
- Experience of the workplace visits to explore growth sector and labour market opportunities
- Employer/provider Q&A with a focus on key knowledge, skills and experiences that support positive transitions and career development
- Experience of the workplace designed to support pupils to develop key knowledge, skills and experience that will support with positive transitions to all available routes post 16 and post 18, including technical and vocational
- Work Experience placements

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

3. Student Entitlement

All students in Years 7 – 12 are entitled to:

- Find out about academic and technical education qualifications, as well as apprenticeship and supported internship opportunities as part of our careers programme, which provides information on the full range of education and training options available at each transition point.
- 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 careers information events, assemblies, and taster events
- Understand how to make applications for the full range of academic and technical courses

4. Management of provider access requests

4.1 Procedure

A provider wishing to request access to discuss their education and training offer should contact Claire Napier, Careers Lead:

Tel: 0208 985 4245

Email: claire.napier@stormonthouse.hackney.sch.uk

4.2 Opportunity for access

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/carers. Please see our careers programme in the delivery section of our Careers Policy or speak to our Careers Lead to identify the most suitable opportunity for you to work with our school.

4.3 Granting and refusing access

Access to students will be granted in:

- Curriculum lessons
- Assemblies
- Career events that providers may attend
- Work place visits
- Work Experience

Access can be discussed with the Careers Lead as the school are keen to engage with providers as frequently as possible and link them to a variety of subject areas in addition to Career specific lessons.

4.4 Safeguarding

Our Safeguarding 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

The school will make the school hall, classrooms, or private meeting rooms available for discussions between the provider and students as appropriate to the activity. The school will make ICT arrangements to support provider presentations. This will be discussed and agreed in advance with the Careers Lead.

Providers are welcome to leave a copy of their prospectus or other relevant literature at the school.

5 Previous providers

In previous terms/years we have invited the following providers from the local area to provide an experience or informative workshops/talks for our students:

- **FE & Sixth Form Colleges** - Access Creative College, Big Creative Education, BSix Sixth Form College, Capel Manor College, City & Islington College, CONEL, ELATT, New City College, Oaklands College (St Albans)
- **Alternative Provisions** - The Boxing Academy, The Harington Scheme, Shoreditch Trust's Blue Marble Training Programme, Really NEET Project .
- **HE Institutions** - University College London, University of East London, Loughborough University Goldsmiths University of London, and Queen Mary University.
- **Supported Internships** - Ellingham Employment Services, Hackney Council, Homerton University Hospital, National Star, the Tower Project, and TfL Steps into Work.
- **Local Businesses** - Artburst, CV Hair & Beauty, Hackney CLR James Library, Hackney City Farm, Linden Children's Centre, London Transport Museum, Marsha's Hair & Beauty, Mediorite, Revere the Residence, Novotel/Ibis Hotels, S8 Build Construction, Spitalfields Farm, Stepney City Farm, TA Motors, Unity Works & a variety of local Primary schools (provided work experience placements).
- **Business in the Community Partners** - Linklaters Law Global Law Firm and Williams Lea TAG
- **Charities** - Action for Kids (AFK), Down Right Excellent, Mencap, Prince's Trust, Scope & Volunteering Matters.
- **Outreach Programmes** - Rise Up Academy, London Metropolitan Police

This list is a selection of the providers we have worked with and there are many more.

6 Pupil destinations

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

- Stormont House Year 12 - Accessing Partner colleges 2 days a week - BSix, CONEL, ELATT, the Harington Scheme and New City College Hackney.

Last year, our year 12 pupils moved to a range of providers in the local area after school:

- BSix Sixth Form College
- The Harington Scheme
- ELATT
- New City College Hackney

All Year 11 and 12 Leavers have moved on to Further Education and no students are NEET. We continue to track leavers for 5 years plus.

7 Complaints

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

8 Links to other policies and procedures

Links to other policies that are connected to this policy:

[Complaints Procedure](#)

[RSE Policy](#)

[Safeguarding Policy](#)

9 Monitoring arrangements

The school's arrangements for managing the access of education and training providers to students are monitored by Claire Napier, Sixth Form and Careers Lead.

This policy will be reviewed by Claire Napier, Careers Lead and Fiona Crossland, Deputy Headteacher annually.

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