



# Provider Access Policy

Approved by the TCES Operational Board on behalf of  
Thomas Keaney, CEO and Schools' Proprietor

**Date of next formal review, May 2026**

This policy applies to all The Complete Education Solution  
(TCES) schools and services

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# TCES Provider Access Policy

## Introduction

This policy statement sets out TCES's arrangements for managing the access of providers to every student in Years 7 to 13 to discuss both academic and non-academic routes available to them. This supports our commitment to a holistic careers programme enabling all students to make informed choices about their post-16 and post-18 provision.

The implementation of this policy is measured regularly against the Gatsby Benchmarks using the Compass+ evaluation framework and internal audits. Evaluation is undertaken with students, staff, and senior leadership. TCES actively builds relationships with sixth form schools, colleges, apprenticeship providers, universities, and employers.

Students and their parents will have access to up-to-date information on vocational, technical, and apprenticeship pathways, and progression routes into further and higher education, including encounters required by the Provider Access Legislation (PAL).

We aim to foster a culture of inspiration and aspiration through the promotion of the four areas of Preparing for Adulthood (PfA): Employment, Friends, Relationships and Community, Independent Living, and Good Health.

## Legal Framework

This policy is developed in accordance with Section 42B of the Education Act 1997 (as amended by the Skills and Post-16 Education Act 2022) and the Provider Access Legislation (PAL) updated May 2025.

## Gatsby Benchmarks and Preparing for Adulthood

To ensure meaningful outcomes for transition into work, we track the employment pathway for each learner using the eight Gatsby Benchmarks:

- A stable careers program
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers

- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

Support plans are used to track Preparing for Adulthood and Gatsby Benchmarks for individualised learning and career pathways. TCES ensures all staff involved in personal guidance are trained and up to date through Continuing Professional Development (CPD).

## Statutory Provider Encounters

As per the Provider Access Legislation effective May 2025, TCES ensures that all students receive mandatory provider encounters as follows:

- Key Stage 3 (Years 8 or 9): Two encounters between 1st September Year 8 and 28th February Year 9
- Key Stage 4 (Years 10 or 11): Three encounters between 1st September Year 10 and 28th February Year 11
- Key Stage 5 (Years 12 or 13): Three encounters between 1st September Year 12 and 28th February Year 13

Each encounter must be with a different provider and include information about the provider, the approved technical qualifications or apprenticeships offered, potential career pathways, a description of learning with the provider, and opportunities for student questions.

These encounters are a structured part of the student journey, linked to personal guidance, curriculum subjects, and individual career pathways. While statutory encounters begin from Year 8, TCES provides early exposure to careers information from Year 7 in line with Gatsby Benchmark 1 and our holistic careers model.

## Management of Provider Access Requests

Providers wishing to request access should contact:

Niota Cover – Cross-Company Careers Lead

Email: [niota.cover@tces.org.uk](mailto:niota.cover@tces.org.uk)

Requests must be made in writing with at least four weeks' notice and include:

- Proposed format, timing, and duration

- Number of staff participating
- Any support or technical requirements

TCES will respond to requests based on the school calendar, exams, and staff availability. We aim to ensure fair access and SLT involvement in provider encounters. All providers are expected to meet safeguarding standards and align with the values of inclusivity and relevance for our neurodiverse and SEN learners.

Providers are expected to comply with TCES Safeguarding and Visitor Policies which are available on request or via the main TCES website.

## Monitoring and Evaluation

Evaluation of provider encounters includes student voice surveys and reviews of student decision-making outcomes. The careers leader tracks encounter delivery and impact using Compass+, UNIFROG and internal systems.

Destination data will be used to review the effectiveness and impact of encounters and to inform annual programme planning.

Annual reviews ensure that feedback informs planning and delivery. Staff training will be provided on new guidance to ensure whole-school awareness and compliance.

Non-compliance with the statutory guidance will be internally escalated to SLT and governance. Failure to meet requirements may be flagged in external evaluations such as Ofsted inspections.

## Governance and Review

This policy has been approved by the TCES governing body. It will be reviewed annually in light of statutory updates and the school's careers program evaluation.

Next review due: May 2026

Local Accountability: Site-level delivery responsibility lies with Deputy Heads and Post-16 Leads at each TCES service, supported by the Cross-Company Careers Lead.

## Appendix: Encounter Delivery Summary

Key Stage	Encounter Type	Format & Notes
KS3 (Years 8-9)	Two Provider Encounters	Virtual or In-Person Linked to curriculum & career learning
KS4 (Years 10-11)	Three Provider Encounters	Virtual or In-Person Tied to options and work readiness
KS5 (Years 12-13)	Three Provider Encounters	Virtual or In-Person Post-18 and transition focused