



Three Towers

An Alternative Provision Academy

Expanding Horizons

Provider Access Policy Statement 2025 - 2026

Approved: September 2025

Review: September 2026

1 Introduction

Three Towers aims to provide our learners from Y7 to Y11 with meaningful opportunities to explore a wide range of future options.

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;
- details of premises or facilities to be provided to a person who is given access.

Ensuring appropriate destinations for our learners is a fundamental part of our role and TTAPA believes that supporting our learners to make informed choices about their careers will empower them as citizens in the 21st century.

As a school we aim to:

- develop knowledge and awareness among our learners of all career pathways available to them, including technical qualifications and apprenticeships;
- support learners in finding out more about opportunities for education and training outside of school, before they make crucial choices about their future options;
- reduce drop-out from courses and avoid the risk of pupils becoming NEET (not in education, employment or training).

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.

Schools must provide a minimum of 6 encounters with technical education or training providers to all learners in years 8 to 13 (see more detail in section 2.1)

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](#)
- [Education and Skills Act 2008](#)
- [The School Information \(England\) Regulations 2008](#)
- The [Skills and Post-16 Education Act 2022](#)
- 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.

3 Learner Entitlement

Learners in years 8-11 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of careers education 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, presentations and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses;
- have a minimum of 6 encounters with providers between Y8 & Y13. At Three Towers, we aim for 4 encounters between Y8 & Y11. **TTAPA does not have Y12/13 provision*
 - 2 encounters for learners during the ‘first key phase’ (Years 8/9)
 - all learners must attend;
 - encounters can take place any time during Y8 and between September 1st and February 28th during Y9
 - 2 encounters for learners during the ‘second key phase’ (Years 10/11)
 - all learners must attend;
 - encounters can take place any time during Y10 and between September 1st and February 28th during Y11
- 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 will not count towards these requirements.

Access to providers is available and promoted to allow learners to access information about other providers of further education and apprenticeships. We are committed to encouraging all learners to make decisions about their future based on impartial information.

3.1 Meaningful Encounters with Providers

A meaningful encounter:

- is where the learners can explore what it is like to learn, develop and succeed in that environment;
- involves meeting both staff and learners/trainees;
- has a clear purpose;
- is underpinned by learning outcomes that are appropriate to the needs of the learner;
- involves a 2-way interaction between the learner and the provider;
- includes information about the provider, such as their recruitment and selection processes, the qualifications/apprenticeships that provider offers and the careers these could lead to;
- describes what learning or training with the provider is like;
- is followed by opportunities for the learner to reflect on the insights, knowledge or skills gained through the encounter;
- answers to any questions from learners.

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

4 Management of Provider Access Requests

4.1 Procedure

To identify the most suitable opportunity a provider wishing to request access should contact:

Mrs Janine Heyes, Head of Careers and Work-Related Learning (WRL)

Telephone: 01942 932760 Email: hindleyoffice@ttapa.net

4.2 Information We Ask Providers For

As a school we ask each provider to provide the following information for our learners:

- 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 learners.

4.3 Opportunities for Access

A number of opportunities are built into the school curriculum. Weekly timetabled lessons in PD (Personal Development) and WRL (work related learning) offer providers an opportunity to speak to learners and/or their parents/carers.

Providers should speak to Ms Heyes to identify the most suitable opportunity for access to learners. However, a **notice period of three weeks is required to facilitate this**.

We also have an annual careers fayre for all secondary aged learners, which parents/carers may also attend. Providers should speak to Ms Heyes for further details.

4.4 Live Online encounters

We also support live online encounters with providers, which may be broadcast into classrooms using TEAMS or Zoom. We will need to carry out technology checks in advance to make sure systems are compatible.

Please refer to our CEIAG Policy for details of our careers programme.

4.5 Granting and Refusing Access

Each access request will be considered on a case-by-case basis and the headteacher will usually grant access requests where there is opportunity for a positive contribution to our careers programme.

However, if the behaviour in the school on the agreed day is volatile access may be refused on that day on health & safety grounds. A mutually convenient re-arranged time will be organised as soon as possible afterwards.

In exceptional circumstances, where it is not deemed in the best interests of the learner access may be refused.

4.6 Safeguarding

The school policies on safeguarding and visitors set out our approach to allowing providers into school as visitors to talk to our learners, including our procedures for checking identity and suitability of visitors. **Education and training providers are expected to fully adhere to these policies.**

4.7 Premises and Facilities

As an alternative provision academy, Three Towers operates under more carefully managed access than a mainstream school due to the nature of our cohorts.

When able to provide face-to-face interactions, we will make a space available for discussions between the provider and learners as appropriate to the activity. Providers will be met and supervised at all times by a member of staff who will facilitate their visit. We will also make available AV and other specialist equipment to support provider presentations.

If a TEAMS meeting is a more appropriate approach due to the target audience we will facilitate this as well. This will all be discussed and agreed with Ms Heyes, in advance of the visit.

Providers are welcome to provide copies of their prospectus or other relevant course literature at the office. Such material will be used in work related learning and/or relevant PSHE lessons as well as being available to learners at break and lunch times in the Common Room.

5 Working with Parents & Carers

We aim to involve parents/carers and families in our careers programme and welcome your attendance at encounters with providers in school. Parents/carers & families will be contacted by email, and a reminder text to share details of upcoming provider visits.

If parents/carers would like to speak to the school about encounters with providers, please contact the school office and they will direct your query to the most appropriate person.

We also welcome feedback from parents/carers to help improve our offer of encounters with providers. This is done via the survey at the end of the careers fayre and informally via discussions with heads of house and/or members of staff.

6 Previous Providers

TTAPA holds an annual Careers Fayre (except during the pandemic) where all learners, and their parents/carers are invited to meet a wide range of providers. Please refer to the CEIAG Policy for details of other encounters provided to TTAPA learners.

Careers Fayre & Providers 2024 - 2025	
Aspiring Futures	Bikemech Training
Bolton College	British Army veteran
Child Care L3 Student	Co-op (Wigan)
Craft Hive CIC	David Wood Baking Ltd
Edge Hill University	Elysium Training/College
Fir Tree College	Galliford Try Construction North West
GK Training	Happy Smiling Training CIC
JEP Youth Engagement	Motor Cross rider (10x British Champion) ? Stunt rider
Myerscough College	LA Beauty (Wigan)
Reeva CIC	Runshaw College
St Helens College	Salford College
Sidlow Construction (Wigan)	Spinning Gate Shopping Centre Manager

Stocks Hall Spa	Team GB Junior Motor-cross rider
TGi Fridays	The Ark Training/College
The Ground Works	The Growth Company
Tilbury Douglas (Northwest)	TMP College
UK Media and Events Director (ex-Rock FM DJ)	Wagamama (Northwest)
West Lancashire College	Wigan and Leigh College
Wigan Athletic	Winstanley College

7 Learner destinations

Information about the destinations of our previous Y11 cohorts is available from the school office from November after the cohort has left. This is the earliest the school receives validated data from the local authority.

However, in line with guidance from the Information Commissioners Office, we are mindful **not** to publish data on cohorts of less than 10 learners. This is because when publishing data for small groups/cohorts, individual learners can become identifiable.

8 Complaints

Any complaints related to provider access can be raised following our Complaints Policy (available on the website www.ttapa.net) or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

9 Monitoring Arrangements

Our arrangements for managing the access of education and training providers to learners are monitored by the headteacher. This policy will be reviewed by the headteacher and Head of Careers & WRL annually. After every review, the policy will be shared with the local governing committee for awareness, as well as being published on our website.

10 Links to Other Policies

This policy should be read alongside our:

- *Safeguarding & Child Protection Policy;*
- *CEIAG Policy;*
- *Complaints Policy;*
- *Visitors Procedures.*

UNICEF - UNCRC

The UN Convention of the Rights of the Child sets out human rights of every person under 18 and applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background (Article 2). Articles directly relating to this policy are:

2 (Non-discrimination)	28 (Right to education)
12 (Respect the views of the child)	29 (Goals of education)
13 (Freedom of expression)	31 (Leisure, play and culture)
17 (Access to information from the media)	