



The St Marylebone CE Bridge School

A Special Free School for pupils with Speech, Language and Communication Needs

Herries Street, London W10 4LE

PROVIDER ACCESS POLICY (BAKER CLAUSE)

Committee:	Governing Body
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Statutory:	Yes

1. Context

1.1 At The St Marylebone CE Bridge School, in alignment with our Church of England ethos, we are committed to providing all learners with access to comprehensive and inclusive Careers Education, Information, Advice, and Guidance (CEIAG). This ensures that each learner has the opportunity to explore and pursue meaningful career paths, making informed decisions about their future.

1.2 We empower all learners to succeed, fostering an environment of safety, respect, and inclusion that allows each learner to thrive. We aim to equip our learners with the skills and knowledge needed for lifelong career development, tailored to their strengths, needs, and aspirations.

1.3 This policy statement details the arrangements for managing the access of providers to pupils for the purpose of providing information about their educational or training offers, in compliance with the school's obligations under Section 42B of the Education Act 1997.

2. Pupil Entitlement

2.1 This policy provides a clear framework for staff, learners, and parents/carers, ensuring that our approach to CEIAG is consistent, supportive, and in line with the school's values. Our objectives include:

- Providing each learner with high-quality, impartial career guidance that is tailored to their individual needs.
- Encouraging learners to consider their career goals from an early stage in their education.
- Supporting the development of decision-making skills, self-esteem, and emotional regulation to help learners navigate future pathways.
- Promoting equality, diversity, and inclusion through a broad range of career opportunities and by addressing the diverse needs of all learners.
- Ensuring that learners are prepared to engage with the world of work, using strategies that support emotional well-being, self-regulation, and social interaction.

2.2 Statutory entitlement (Years 8–11) This policy fulfils our obligations under Section 42B of the Education Act 1997, as amended by the Skills and Post-16 Education Act 2022. SMBS will provide at least four statutory provider encounters across Years 8–11:

- Two during the first key phase (Year 8 or 1 Sept–28 Feb of Year 9); and two during the second key phase (Year 10 or 1 Sept–28 Feb of Year 11). Encounters take place for a reasonable period during the standard school day, and, within each key phase, pupils will not meet exactly the same provider on both occasions.

2.3 SMBS local commitment (beyond the statutory minimum) To broaden horizons, SMBS commits to a minimum of six meaningful encounters with employers and/or further-education and training providers during a pupil's time with us (Years 7–11). These include, but are not limited to, the statutory encounters in 2.2.

2.4 Inclusion - In line with our commitment to inclusivity, SMBS ensures that all pupils have access to a diverse range of education and training providers. We actively seek to engage with providers that reflect a variety of backgrounds and opportunities, promoting equal access for all pupils.

3. Careers Education Programme

3.1 Our CEIAG programme is designed to inspire and inform, allowing learners to explore their skills and career options through practical experiences and guidance. It is centred around the needs of the learner and is integrated into the broader curriculum, ensuring that career education is relevant and accessible for all.

- **Year 9 and 10:** Students will begin exploring career pathways through group sessions, one-to-one guidance, and interactive tools like the National Careers Service Skills Assessment to identify potential careers based on their skills and interests.

- **Year 11:** Students will continue to receive tailored support, with activities including mock interviews, employer visits, and work experience opportunities. Our careers programme includes a dedicated Careers Fair, College Visits, and individual career guidance meetings to support post-16 transitions.

Strategies and Activities:

- **Careers Assemblies:** Students will hear from different professionals, encouraging them to consider diverse career paths.
- **Enterprise Week & Workshops:** Learners will engage in practical activities to develop employability skills and deepen their understanding of the working world.
- **National Careers Service Skills Assessment:** helps students understand their skills, strengths, and areas for development, aligning them with potential career paths and further education opportunities.
- **Work Experience:** Year 11 students will complete work experience placements that are closely aligned with their aspirations and interests. This is designed to provide real-world experience and insight into potential career paths.

3.2 To prepare our students for future employment, we incorporate the "I Can Talk for Work" programme. This helps learners develop the communication skills essential for the workplace, focusing on social interaction, professional communication, and interview techniques. This supports learners in gaining confidence in their ability to express themselves in professional settings.

3.3 We recognise the vital role that parents and carers play in supporting their child's career development. We encourage open communication and involvement in the careers education process through regular updates, annual reviews, and one-on-one consultations with the Careers Lead.

4. Management of Provider Access Requests

4.1 We are committed to providing our learners with opportunities to engage with a diverse range of education and training providers. In line with the Baker Clause and statutory guidance, we ensure that all students have access to providers who can offer insights into technical education, apprenticeships, and further education options.

4.2 Providers are invited to participate in events such as Careers Week, work experience fairs, and employer visits, ensuring that all students can make informed choices about their future careers.

4.3 Providers of technical education and apprenticeships or other educational organisations wishing to engage with students should contact Leslie Gadogbe, the Careers Lead, at l.gadogbe@stmarylebonebridgeschool.com.

4.4 Providers are encouraged to leave their prospectuses or relevant course literature for students, which can be displayed in the Careers Office and the KS5 Library.

4.5 In accordance with the DfE's guidance, we implement a 'ladder of support' for provider access. This framework outlines the steps taken to assist schools in meeting their duties under the provider access legislation, ensuring that all providers have the opportunity to engage meaningfully with their students.

4.6 Times access can be given

Access is provided during the standard school day (typically 08:45–15:15) and scheduled into assemblies, timetabled lessons, drop-down days or careers events. To meet statutory windows:

- First key phase: any time in Year 8 or 1 Sept–28 Feb of Year 9
- Second key phase: any time in Year 10 or 1 Sept–28 Feb of Year 11

Encounters outside these windows may be offered in addition, but do not count towards the statutory minimum.

4.7 Procedure and grounds for access

- Requests: Email the Careers Lead (see 4.3) with audience, short content outline and preferred dates (ideally 6 weeks' notice).
- Safeguarding: All visitors follow the school's safeguarding/visiting procedures; ID checked on arrival; supervised at all times.
- Grounds for decision: Requests are granted where the session supports statutory duty and pupil need. A request may be declined if timing clashes with examinations/events, content duplicates an encounter in the same key phase, materials are not impartial, or safeguarding info is insufficient.
- Equality & SEND: SMBS will make reasonable adjustments so encounters are accessible (e.g., visuals, smaller groups, adapted pace). Providers will be briefed on communication needs in advance.
- Evidence: Providers share a short outline beforehand and enable pupil Q&A during the encounter.

4.8 Premises and facilities - A suitable room and AV/IT will be made available, subject to timetabling. Providers may leave prospectuses and course literature with the Careers Lead for display in student areas.

4.9 A meaningful encounter enables pupils to explore what it is like to learn, train and progress with the provider, and includes the opportunity to meet staff and current learners/trainees. Sessions are underpinned by clear learning outcomes appropriate to pupil needs, include opportunities for questions, and are sequenced across the programme so pupils build a rounded picture of options.

5. Careers Calendar

5.1 Planned Activities and Coordination:

Planned activities are designed to prepare students for key transitions and decisions. Providers should contact the school at least six weeks in advance of any planned visits to ensure effective coordination. The school actively welcomes participation in the following nationally recognised events:

- Enterprise Week (November)
- Green Careers Week (November)
- Discover - Creative Industries Week (November)
- National Apprenticeship Week (February)
- National Careers Week (March)
- British Science (STEM Careers Week) (March)

5.2 Specific Annual Events Include:

- Year 11 Post-16 Destination Pathways Information Event (October)
- Whole School Careers Fair (February/March)

5.3 Feedback and Continuous Improvement:

We value feedback from students, parents, and providers regarding their experiences with our careers programme. Regular surveys and consultation meetings will be conducted to gather insights, assess the effectiveness of our provider access arrangements, and make any necessary improvements to the programme.

6. Relevant Documents

- [Careers guidance and access for education and training providers: statutory guidance for governing bodies, school leaders, and school staff \(DfE, 2025\)](#)
- [Skills for Jobs: Lifelong Learning for Opportunity and Growth \(White Paper\)](#)
- [The Skills and Post-16 Act 2022 \(2025 updates\)](#)

6.1 The effectiveness of the provider access programme will be monitored through regular evaluations and feedback from students and providers. This ongoing assessment will help ensure that we meet our obligations under current legislation and continue to enhance our career provision.