



Policy status	Non-statutory
Adopted	8th December 2025
Review date	December 2026

Safeguarding Statement

At Beatrice Tate School we respect and value all children and young people and are committed to providing a caring, friendly and safe environment for all our students so they can learn, in a relaxed and secure atmosphere. We believe every student should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Beatrice Tate School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our students by protecting them from physical, sexual and emotional abuse, neglect and bullying.

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Version	Date	Author	Description of change
December 2023	30.01.23	WH	Adopted
December 2025	08.12.25	WH	New policy to reflect statutory compliance All sections reviewed and amended

1. Aims

At Beatrice Tate School we aim to provide all students from Year 8 to Year 14 with meaningful opportunities to explore a wide range of future options that reflect their individual needs, abilities and aspirations. As a secondary special school for learners with severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD), we design our careers and Preparation for Adulthood (PfA) programme to ensure that all encounters are accessible, personalised and purposeful.

This policy sets out the arrangements for managing the access of education and training providers to our students. It explains:

- How providers can request access
- The criteria we apply when considering requests
- The facilities and support we offer when access is agreed

Our aims are to:

- Develop students' and families' understanding of the most relevant post-school pathways, including Post-19 specialist colleges, further education with specialist support and adult social care
- Provide adapted information about technical education, supported internships, apprenticeships and employment, even where these pathways are unlikely for many of our learners
- Embed high-quality transition planning within EHCP processes
- Ensure all students receive impartial information that broadens aspirations while remaining realistic and aligned to individual needs
- Reduce the risk of students becoming NEET by supporting sustainable and appropriate Post-19 destinations

2. Statutory requirements

We ensure opportunities for a range of education and training providers to access students in Years 8 to 13, as required by:

- Section 42B of the Education Act 1997
- Education and Skills Act 2008
- School Information (England) Regulations 2008
- Skills and Post-16 Education Act 2022
- DfE provider access legislation and careers guidance

We meet the legal requirement for a **minimum of 6 encounters** with approved providers between Years 8 and 13.

At Beatrice Tate School we extend this entitlement to **Year 14** in recognition of our specialist sixth form and our PfA curriculum for students with SLD and PMLD.

3. Student entitlement

Students All students in Years 8 to 14 are entitled to:

- Find out about technical education, further education, specialist Post-19 colleges, adult social care provision and supported pathways
- Hear from local providers about opportunities available to them

- Understand, with appropriate support, how to make decisions about their future
- Access a minimum of 6 encounters between Years 8 and 13 during the school day
- Receive impartial and accessible information that supports transition planning within their EHCP

Entitlement tailored to the needs of SLD and PMLD learners

For most Beatrice Tate students, meaningful pathways include:

- Post-19 specialist colleges
- Mainstream FE colleges with dedicated high-needs support
- Social care day-opportunities and adult learning programmes
- Supported community learning
- Travel training or life-skills programmes
- Supported employment or supported internships, where appropriate
- Community-based pathways designed for young adults with complex needs

Historically, no students have progressed into supported employment or paid work. However, the school remains fully committed to ensuring that students and families receive impartial information and that no future pathway is ruled out.

Statutory encounters schedule

Years 8 and 9

- Two encounters
- May take place at any time in Year 8 and between 1 September and 28 February in Year 9
- All students attend

Years 10 and 11

- Two encounters
- May take place at any time in Year 10 and between 1 September and 28 February in Year 11
- All students attend

Years 12 and 13

- Two encounters
- May take place at any time in Year 12 and between 1 September and 28 February in Year 13
- Students may choose to attend

Year 14

- Additional tailored encounter aligned to PfA and EHCP outcomes

Meaningful encounters

A meaningful encounter for a learner with SLD or PMLD:

- Is adapted to their communication and sensory needs
- Enables them to experience or explore aspects of a provider's offer
- May involve sensory-based or experiential activities
- May take place jointly with families, advocates or social care staff

- May occur as part of the EHCP Annual Review process
- Is followed by supported reflection

Engagement may be demonstrated through behavioural, sensory, communicative or emotional responses appropriate to individual need.

4. Management of provider access requests

4.1 Procedure

A provider wishing to request access should contact the Curriculum Lead for Careers, Work Related Learning, Life Skills and Preparation for Adulthood.

Telephone: 020 8983 3760

Email: admin@beatricetate.towerhamlets.sch.uk

4.2 Information we request from providers

We ask providers to supply:

- Clear information about qualifications, courses or pathways
- Information about the careers or outcomes these pathways can lead to
- Details of how information will be adapted for students with SLD and PMLD
- A description of what learning or training with the provider is like
- Responses to questions from students and families

4.3 Opportunities for access

Examples of access opportunities:

Year group	Autumn term	Spring term	Summer term
Year 8	Moving On event; provider market stalls	Careers workshops	Taster sessions with specialist or FE providers
Year 9	Assemblies and employability activities	Careers Adviser meetings; KS4 transition sessions	College taster activities
Year 10	Post-16 provider assembly	Work-related learning preparation; FE tasters	Work-related experiences; provider sessions
Year 11	Post-16 open evenings; apprenticeships information	Careers Adviser meetings and application support	Confirmation of destinations
Year 12	FE/HE fairs; PfA workshops	Small group sessions; college tasters	Provider workshops
Year 13	Apprenticeship and FE information	Application support	Confirmation of destinations
Year 14	Post-19 information sessions	Supported internship preparation (where appropriate)	Transition planning linked to EHCP

We routinely offer encounters with:

- Specialist FE providers for complex needs
- Local authority transitions teams
- Adult social care and community learning providers
- Therapy teams contributing to PfA pathways
- Advocacy and family-support services

4.4 Live online encounters

Beatrice Tate School accepts live online encounters. These may be delivered into classrooms or meeting rooms and will count towards the statutory encounters where appropriate. Technology checks will be completed in advance.

4.5 Granting and refusing requests

Access will be granted where:

- The encounter meets statutory requirements
- The provider can adapt content to meet SEND needs
- The encounter supports EHCP outcomes and PfA planning
- Safeguarding requirements can be met

Access may be refused where:

- Safeguarding expectations cannot be met
- The provider is not appropriate for the learner cohort
- The request is made with inadequate notice
- The session does not support meaningful pathways for the cohort

4.6 Safeguarding

All visitors must follow the school's Safeguarding and Child Protection Policy. Identity must be verified before entry.

All encounters are supervised by school staff.

4.7 Premises and facilities

We will provide:

- A suitable room such as a classroom, meeting room, Social Hub or Activity Studio
- Audio-visual equipment where required
- Support staff to facilitate access, communication and engagement

Providers may leave prospectuses or digital materials for families.

5. Working with parents and guardians

Parents and guardians play a crucial role in PfA and transition planning. We will:

Provider Access Policy

- Inform families about encounters through letters, newsletters and the website
- Invite parents and carers to attend Moving On events, provider sessions and EHCP reviews
- Seek feedback to improve our offer

Families may contact the Curriculum Lead for Careers, Work Related Learning, Life Skills and Preparation for Adulthood with any questions.

6. Previous providers

Recent providers include:

- Specialist Post-19 colleges
- Mainstream FE colleges with high-needs provision
- Local authority adult social care teams
- Supported internship providers
- Community learning organisations
- Local employers contributing to work-related learning sessions

7. Student destinations

Students leaving Beatrice Tate School typically progress to:

- Post-19 specialist further education colleges
- Mainstream FE colleges with specialist support
- Adult social care provision including community-based day-opportunities
- Local authority-commissioned community learning programmes
- Supported or community-based pathways where appropriate
- Supported employment or internships in exceptional cases

Destinations are recorded and used to inform future curriculum planning.

8. Complaints

Any complaints about provider access will be handled in line with the school's Complaints Policy, available on the school website.

9. Links to other policies

This policy links to:

- Safeguarding and Child Protection Policy
- Careers Guidance and PfA Policy
- Curriculum Policy
- SEND Policy
- Equality and Diversity Policy

- Complaints Policy

10. Monitoring arrangements

The Curriculum Lead for Careers, Work Related Learning, Life Skills and Preparation for Adulthood monitors the school's arrangements for managing access to education and training providers.

The policy is reviewed annually by the Headteacher and approved by the Governing Body.