

## Provider Access Statement

This Statement sets out Lime Academy Hornbeam's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

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The Lime Academy Trust, trading as Lime Academy Hornbeam is a company limited by guarantee and exempt charity.

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## Introduction

Lime Academy Hornbeam places the needs of each student at the centre of all learning and experiences. This ethos is reflected in our Careers Policy which has been developed to meet the specific individual needs of our young people whilst following the government Careers Strategy and Statutory Guidance. At Lime Academy Hornbeam the planned Careers Programme centres upon our young people's individual interests and strengths in relation to their future, work and further education. These areas are explored from Year 7 to Year 11 through curriculum, enterprise events and work experience opportunities. Through these, young people learn about careers, opportunities to volunteer and encounters with employers both in and out of school.

## Aims

Lime Academy Hornbeam's Careers Policy outlines how the school Careers Programme is designed to equip young people with the confidence and skills needed to prepare them for their future, which may include further education and/or employment. Our curriculum provides young people with opportunities to learn essential skills and enhance personal characteristics such as social skills, communication, independence and self-help. Our pupils will achieve personalised positive career outcomes such as identifying and choosing appropriate colleges and FE courses, developing independent living skills, supported internships and work placements.

## Pupil Entitlement

All young people in years 8-13 should receive careers support that:

- is impartial
- includes information on a range of pathways, including apprenticeships
- is adapted to the needs of the child

All pupils in years 8-14 in England are entitled by Law to the following:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme 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 events, assemblies and group discussions and taster events.
- to understand how to make applications for the full range of academic and technical courses.

While we fully acknowledge that the above is unlikely to match the aspirations and pathways into adulthood for our pupils, we allow full access from external providers upon request. In addition to this we facilitate and support our pupils to access local colleges and social care provisions as part of their Post 16 curriculum.



## Management of provider access requests

A provider wishing to request access should contact:

Edith Windsor-Stokes – Lead Practitioner, Post 16 Lead, Parental Engagement

Email: [edith.windsor-stokes@limetrust.org](mailto:edith.windsor-stokes@limetrust.org)

Mihaela Chowdhury - Careers Leader

Email: [Mihaela.chowdhury@limetrust.org](mailto:Mihaela.chowdhury@limetrust.org)

Telephone: 020 8503 2225

## Opportunities for access

Several key elements, integrated into the schools Post 16 programme offers a wide range of local providers an opportunity for our pupils to access their provision. We also facilitate introductions between settings and our parents at key transitions points. Please speak to our Careers Leader to identify the most suitable opportunity for you.

## Premises and facilities

The school will make the main hall, classrooms or meetings rooms available for discussions between the provider and pupils, as appropriate to the activity upon request. Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Leader who will make this accessible to pupils, parents/carers and staff.

## Gatsby Benchmarks

Lime Academy Hornbeam Careers Programme follows the recommendations outlined in the Gatsby Benchmarks. We use the SEND toolkit to ensure provision for our young people aligns with the high standards of personal provision outlined in our curriculum.

## Benchmark 1: A stable careers programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by Young people, parents, teachers and employers.

### Criteria

Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it. The careers programme should be published on the school's website in a way that enables young people, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from young people, parents, teachers and employers as part of the evaluation process.

### How Lime Academy meets these

Lime Academy Hornbeam has a structured Careers Guidance programme that provides young people with opportunities across the curriculum to develop transferable life and social skills; this has been agreed by SLT and Governors and is published on the school website.



The policy provides:

- Opportunities for the development of student's self-advocacy, negotiation and decision-making skills – via a school council, career events participation, EHCP Annual Review Meetings
- Opportunities for purposeful interactions with a range of trusted and familiar adults including school staff and visitors, via Jack Petchey Foundation, sports tournaments, Duke of Edinburgh scheme
- Partnership with parents and carers – who participate by being integral to our options and transition process for young people and supporting the decision-making process alongside teachers and young people
- The policy is published on the school's website. Parents and other stakeholders are signposted to it

### **Benchmark 2: Learning from career and labour market information**

Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.

#### **Criteria**

By the age of 14, all young people should have accessed and used information about career paths and the labour market to inform their own decisions on study options.

#### **How Lime Academy Hornbeam meets these**

Young people at Lime Academy Hornbeam have opportunities to learn about and engage with potential careers routes from Year 7. Pupils engage in our Talentinocareers and Employ Me Schemes where their interests are celebrated and shared with their peers, and where applicable engage in employee encounters both inside and outside of school

- Young people at Lime Academy Hornbeam engage in Enterprise Projects, designed to equip them with some of the key skills required within the workplace
- Lime Academy Hornbeam is part of the London Enterprise Advisors Scheme
- Lime Academy Hornbeam is a member of the Careers Enterprise Network
- Members of SLT have received Career Advice training

#### **Criteria**

Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

#### **How Lime Academy Hornbeam meets these**

##### **Key Stage 4 Post 16 Information Event for Parents**

- Parental involvement is key element in choosing options for accreditation for our young people and are involved in this process. Parents attend our Year 9 Options Evening and support children to choose areas for further study in Key Stage 4 with a focus on potential employment and skills needed
- Parents are involved in Annual Review and EHCP planning meetings where potential careers and skills required are discussed and planned for



### **Benchmark 3: Addressing the needs of each pupil**

Young people have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.

#### **Criteria**

A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.

#### **How Lime Academy Hornbeam meets these**

Lime Academy Hornbeam's Careers Policy challenges stereo-types and is aspirational. Young people are challenged daily through the schools' curriculum and personalised provision.

- All young people engage in opportunities to develop these skills in a practical context via multiple events and Enterprise Projects.

#### **Criteria**

Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All Young people should have access to these records to support their career development.

#### **How Lime Academy Hornbeam meets these**

- All Young people have an EHCP that plans for all aspects of their future lives including future employment. The school role is fundamental in systematically co-ordinating, reporting on and recording this process.
- Key Stage 4 Post 16 Information/Options Event provides information to parents regarding future transitions as children prepare to leave Lime Academy Hornbeam at the end of year 11. The school coordinates personalised transition planning
- Each child has a careers portfolio, outlining interests, skills required to work and progress towards these and any work experiences encountered.

#### **Criteria**

Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.

#### **How Lime Academy Hornbeam meets these**

- Procedures are in place to ensure that records will be collected and stored for three years after young people leave Lime Academy Hornbeam outlining their education, training or employment destinations.

### **Benchmark 4: Linking curriculum learning to careers**

All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.



### Criteria

By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

### How Lime Academy Hornbeam meets these

- Lime Academy Hornbeam's Careers policy challenges stereotypes and is aspirational. Young people are challenged daily through the school's curriculum and all young people engage in opportunities to develop these skills in a practical context via multiple events and Enterprise Projects
- All young people engage in a range of specialist weeks which include a STEM focus, these include science weeks where sessions are led by internal and external specialist practitioners including activities led local higher education settings
- Lime Academy Hornbeam has a strong ethos of innovative use and application of learning technology in order to allow children to overcome access barriers, e.g. Eye Gaze and Virtual reality
- All young people have an EHCP that plans for all aspects of their lives including future employment alongside parents
- Post 16 Options Evening provides information to parents regarding future transitions and the school actively supports these transitions
- Each child has a careers portfolio, outlining interests, skills required to work and progress towards these and any work experiences encountered
- Records will be collected and stored for three years after young people leave Lime Academy Hornbeam outlining their education, training or employment destinations.

### Benchmark 5: Encounters with employers and employees

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

### Criteria

Young people should participate in at least one meaningful encounter with an employer every year between years 7-13.

### How Lime Academy Hornbeam meets these

- Children are offered creative opportunities to engage in careers activities designed to develop their ability to engage in work place practices such as Special Interest Afternoons
- Children from Year 7 engage in an Enterprise Project which provides opportunities to develop work place skills whilst providing opportunities to have meaningful encounters with employers who specialise in the designated Enterprise Project, e.g. EmployMe project

### Criteria

Work with your regional LEP to make sure you are aligning to the strategic economic plan of the region.



#### **How Lime Academy Hornbeam meets these**

- Lime Academy Hornbeam is registered with the Careers Enterprise Network and will work with the local LEP

#### **Benchmark 6: Experiences of workplaces**

Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

#### **Criteria**

By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.

#### **How Lime Academy Hornbeam meets these**

- Fostering relationships with a range of local businesses as well as recognising the important role parents play in facilitating employment and exploring any employment opportunities they may provide
- Lime Academy Hornbeam is registered with the Careers Enterprise Network and will work with the local LEP
- Futures Mapping will ensure that all children in KS4 have at least one experience of a workplace
- Engaging with positive career role models with agencies that work with Lime Academy Hornbeam and building relationships with young people initially within the school environment and expanding as appropriate

#### **Benchmark 7: Encounters with Further and Higher Education**

All young people should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace.

#### **Criteria**

By the age of 16, every pupil should have had a meaningful encounter with a provider of the full range of learning opportunities.

#### **How Lime Academy Hornbeam meets these**

- Pupil voice taken into account at options evening – children attend with their parents and class team
- Working in partnership with Waltham Forest Careers Practitioners and parents to explore and implement bespoke encounter pathways
- Providing local feedback about meaningful encounters available in the local area and how these can be improved



## **Benchmark 8: Personal Guidance**

Every student should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all young people but should be timed to meet their individual needs.

### **Criteria**

Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

### **How Lime Academy Hornbeam meets these**

- Career's Guidance at Lime Academy Hornbeam means ensuring we have a comprehensive knowledge of each child, including their likes, interests, skills, and experiences. These are used to help young people to identify and explore suitable options. By doing so we aim to challenge pre-existing assumptions of people and parents or carers about what they are capable of
- Young people at Lime Academy Hornbeam will have an EHCP meeting at the end of Year 9. This is an opportunity to discuss their futures and put a system of support in place. This draws on support from a range of agencies. All children make a contribution to their EHCP meeting. At KS3 and 4 this includes reference to areas of interest, enjoyment and potential routes for future employment and further education
- Key stage 4 transition meetings include a planned focus on sharing which teaches children meaningful skills in communicating with unfamiliar adults, wider audiences and in a wider range of contexts
- By the age of 16 each student will have received personal guidance in the form of 1:1 time with a Career's Advisor; this will be either internal or external and will be based upon each child's individual need. Pupils will be guided to understand future options and choices and supported in making these decisions.