



# **Ascent Autism Specialist College**

**Remarkable**

**Autism. Redefining what's Possible**

## **Provider Access Policy**

March 2025

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<b>Reviewer:</b>	Careers Lead and Employer Engagement Officer
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<b>Committee:</b>	Ascent Governing Body
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**This policy should be read in conjunction with the following policies:**

1.	Careers & Employability Policy
2.	Safeguarding Vulnerable Adults Policy
3.	Safeguarding Policy for 16-18 inc. KCSIE
4.	Safeguarding Policy
5.	Diversity and Equality Policy
6.	Assessment, Recording and Reporting Policy
6.	Work Experience and Trainees Policy
7.	Complaints Policy

**Change History Record**

<b>Current Version</b>	<b>Previous Version</b>	<b>Summary of changes made</b>	<b>Section Heading &amp; Page Number</b>
Jan 2025	Feb 2024	Additional text in parenthesis in para 1. Deletion of "and Safeguarding Policy" in para 2.	Page 7 Safeguarding.
Jan 2025	Feb 2024	Additional text at start of Opportunities for access.	Page 8 Opportunities for access
Jan 2025	Feb 2024	Replace the previous programme of study with updated version.	Page 8 Opportunities for access

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## Introduction

This policy statement aims to set out Ascent Autism Specialist College arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer.

## Purpose

This policy shows how Ascent Autism Specialist College complies with the requirements for maintained colleges and academies, even though Ascent Autism Specialist College is a non-maintained specialist college.

Ascent Autism Specialist College endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (the Provider Access Legislation, January 2023).

## Aim (s)

This policy sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a person who is given access
- To foster links between the college, local businesses and further/higher education establishments.
- To ensure there is an opportunity for a range of education and training providers to access registered students during the relevant phase of their education, for the purpose of informing them about approved technical education qualifications or apprenticeships (see Provider Access Legislation 2023).

## Roles and Responsibilities

A provider wishing to request access should contact Steve Hogarth, Careers Lead. Telephone: 012925 224 899  
Email: [stephenhogarth@acent.college](mailto:stephenhogarth@acent.college)

Further information can be provided by Tara Thomas, Employer Engagement Officer. Telephone: 01925 224 899  
Email: [tarathomas@ascent.college](mailto:tarathomas@ascent.college)

Teachers are responsible for agreeing the order in which activities will take place. This should be recorded on the termly overview chart.

## Policy

### Statutory requirements and recommendations

Ascent Autism Specialist College fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships.

The college will comply with the new legal requirement to put on at least two encounters with providers of approved technical education qualifications or apprenticeships (where appropriate) in college for years 12 and 13. This will be done during normal college hours particularly in National Careers Week, Green Careers Week (and National Apprenticeship Week where appropriate) in addition to providers attending careers events at college and during work placements.

Colleges are required to ensure that there is an opportunity for a range of education and training providers to access students in years 12 and 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships (updated Provider Access Legislation 2023).

Colleges must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students.

This is outlined in section 42B of the Education Act 1997 guidance which best suit the needs of their students, engaging where appropriate with independent providers.

Ascent Autism Specialist College has developed its own arrangements for providing impartial careers advice and guidance may continue to do so as long as it is ensured that students have access to a source of guidance which is independent and external to the college. This may include website or telephone helpline access and/or face to face support from a specialist provider where needed. MS Teams will also play a significant role in this careers advice.

At each point where we deal with students leaving the college, we strive to ensure that they are purposefully provisioned in terms of advice and guidance. This includes information and support regarding apprenticeships, employment/internships or re-commencement of study with another provider.

## Procedure

### Management of Provider Access

Invitations are issued to local providers inviting them annually to appropriate events run by the college. This is recorded and monitored on college systems.

Requests for access will be directed to the Careers Lead, Steve Hogarth via email: [stephenhogarth@ascent.college](mailto:stephenhogarth@ascent.college) or telephone: 01925224899.

Appropriate times can be agreed, where all appropriate students will be able to access the provider.

### Granting and refusing access

Access will be granted by prior consultation with the Careers Lead and notification of refusal will be delivered in writing with approval of the Head of Adult Services; the reason for refusal being cited in the communication.

### Safeguarding

Our Safeguarding Vulnerable Adults Policy (which covers young people aged 16-25) outlines the college procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this policy. See Ascent Autism Specialist College Safeguarding Vulnerable Adults Policy.

### Premises and Facilities

The college will make classrooms and meeting spaces available for discussions between the provider and students, as appropriate to the activity. The college will also make available audio visual and other specialist equipment to support provider presentations including MS Teams. This will all be discussed and agreed in advance of the visit with the Careers Lead or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with Steve Hogarth, Careers Lead. This will be made available to students and families as appropriate.

These provider encounters will be scheduled during the main college hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from pupils.

### **Meaningful provider encounters**

One encounter is defined as one meeting/session between students and one provider. We are committed to providing meaningful encounters to all students (where appropriate) using the Making it meaningful [Making it meaningful checklist](#).

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our students.

Previous providers that are relevant to our young people and their aspirations have included Galliford Try, RSPCA, Jockey Club, Little Bears Nursery, Holiday Inn and Mercure Hotel. They have each provided guidance and support to our students.

### **Opportunities for access**

At Ascent College we aim to support autistic young people into employment and or supported/independent living opportunities.

Our careers programme has been designed to meet the needs of all students and provides a wide range of career development opportunities which align to the Gatsby benchmarks.

At Ascent College we use the student vocational profiles and EHCP outcomes to help the student to identify their skills and their aspirations to develop a vision for the future. Parental views and involvement is important to us and questionnaires are sent out regularly.

Careers education is embedded within the curriculum and students are placed in one of four career groups; Aspire, Develop, Experience or Engage. All career activities and staff/student feedback are evidenced in individual career plans.

The college offers at least two provider encounters required by law (**marked in bold text**) and a number of additional events, integrated into the school careers programme. (**See table below**)

We will offer providers an opportunity to come into school to speak to learners and/or their parents or carers.

Please speak to our Careers Lead to identify the most suitable opportunity for you.

Activity	Description	Participation
IAG meetings	1:1 meeting with impartial career advisor	ALL students
Skill building	Skill building exercises	Class groups
Taster days	Wide range of work tasters available on internal work placements	Aspire and Develop groups
Volunteering	Volunteering placements	Aspire and develop groups Optional- Experience groups
Work experience	Work and industry placements (1 day per week)	Experience group
Pre supported internship	Work and Industry placements (2 days per week)	Engage group
Supported internship	Work and Industry placements (3 days per week)	Engage group
<b>College coffee mornings</b>	<b>Community engagement</b>	<b>ALL students</b>
Wellbeing	6 week programme with Grow-wellbeing CIC	ALL students
<b>Green Careers Week</b>	<b>Wide range of career activities</b>	<b>ALL students</b>
<b>Creative Careers Week</b>	<b>Wide range of career activities</b>	<b>ALL students</b>
Mock Interviews	1 Mock interview	Experience group
CV writing	1 Cv writing session	Experience group
Creative design	Digital workshops	Group work
Community and enterprise days	PJF Talentino enterprise competition	ALL students
Christmas Market	Community engagement	ALL students
<b>National Careers Week</b>	<b>Wide range of career activities</b>	<b>ALL students</b>
<b>Apprenticeship Week</b>	<b>Wide range of career and apprenticeship activities</b>	<b>ALL students</b>
<b>Careers fair</b>	<b>Visit to career fairs to collect information and inform choices</b>	<b>Experience group</b>
<b>Local jobs fairs</b>	<b>Visit to jobs fairs to collect information and inform choices</b>	<b>Experience group</b>
<b>Industry talks</b>	<b>Wide range of industries</b>	<b>Experience group</b>
<b>Visits to local colleges</b>	<b>Open days, visits and talks by local colleges</b>	<b>ALL students</b>



## Destination Data

Ascent College programme of study includes years 12-14. Destination data beyond this age group is available on the Ascent College website.

## Complaints

Any complaints with regards to provider access can be raised following the college complaints procedure.

## Policy Impact

We have a rolling programme for reviewing our Company policies. We regularly review the impact of our policies on the needs, entitlements and outcomes for students, service users, staff and parents.

## References and Further Resources

**All references to be listed using the Harvard format in alphabetical order:**

Department for Education in their 'Careers Guidance and Inspiration in Colleges' policy; 2015

Education Act 1997, Education Act 2011, Education and Skills Act 2008, Technical and Further Education Act 2017, Education Act 1997

Department for Education (2015) Post 16 work experience as a part of 16 to 19 study programmes and traineeships.

Department for Education (2023) Careers guidance and access for education and training providers Statutory guidance for colleges and guidance for further education colleges and sixth form colleges.

Skills and Post-16 Education Act 2022 (incorporating the Provider Access Legislation introduced in 2023).