Olive Academies Independent School

OA-North View

Provider Access Statement

Document control table	
Title	Provider Access Statement
Date updated & approved	March 2026
Approved by	Olive Academies Independent Schools Board (OAISB)
Date of next review	March 2027
Updates/revisions included:	1. Added an explicit statement that careers guidance is impartial 2. Added a reference to the Independent School Standards (ISS) 3. Stated how the Provider Access Statement is made available to parents 4. Clarified that CEIAG (careers education, information, advice & guidance) forms part of the planned curriculum 5. Expanded the statement on how SEND pupils can access provider encounters. 6. Referenced that complaints are handled in line with ISS
This statement applies to Olive Academies Independent School OA-North View and should be implemented consistently throughout the school. Proposed amendments should be referred to the Head of School/Executive Headteacher and OAISB for consideration.	

1. Introduction

OA-North View provides education for pupils in Years 7 through 11. As an independent special school supporting pupils with social, emotional, and mental health needs, the school is fully committed to ensuring that all pupils receive a high-quality, planned curriculum for careers education, information, advice, and guidance.

This policy statement sets out the arrangements for managing access requests from external providers of post-16 education, training, and apprenticeships, ensuring full compliance with the Education (Independent School Standards) Regulations 2014. Specifically, this framework underpins our duties under Part 1, paragraph 2(2)(g) regarding accurate, up-to-date, and impartial careers guidance, Part 6 regarding the provision of information to parents and stakeholders, and Part 8 regarding the quality of leadership and management. While independent schools are legally exempt from the statutory timelines and numerical targets of the state-sector Provider Access Legislation, OA-North View adopts national guidance frameworks as models of best practice to support pupil transition planning.

2. What are pupils entitled to?

In accordance with Part 1, paragraph 2(2)(g) of the Independent School Standards and the statutory principles of the Special Educational Needs and Disabilities Code of Practice, all pupils at OA-North View are entitled to receive comprehensive, accurate, and completely impartial careers education, information, advice, and guidance. Because our entire student body is comprised of young people with Education, Health and Care Plans, our careers provision is intrinsically linked to the preparation for adulthood outcomes from Year 7 onwards.

Pupils are entitled to a highly personalised transition framework that enables them to make informed choices about a full, balanced range of post-16 and post-18 pathways, including academic, technical, vocational, and apprenticeship routes. Every pupil is entitled to learn about technical education qualifications and local apprenticeship opportunities through a structured curriculum that supports their individual capabilities, long-term aspirations, and the specific transition support detailed within their plans. Pupils are entitled to hear directly from a diverse range of local education providers, further education colleges, training centers, and employers to gain meaningful insights into what it is like to learn or train with them.

Furthermore, our careers delivery is carefully integrated into the statutory annual review process for Education, Health and Care Plans from Year 9 onwards, ensuring that external provider exposure and transition pathways are collaboratively evaluated alongside families, carers, and commissioning local authority caseworkers to facilitate a secure, successful progression into post-16 destination environments.

3. What opportunities are provided to allow access to pupils?

OA-North View proactively embeds provider access opportunities within its planned curriculum, preparation for adulthood modules, and personal development frameworks throughout the academic year. Rather than adhering to rigid state-sector numerical targets or mid-year deadlines, the school designs its provider encounters around the unique emotional, social, and mental health needs of our pupils, ensuring all external interactions take place within a safe, structured, and therapeutically supportive environment. External education and training providers are offered numerous opportunities to speak directly to pupils and their parents or carers during standard school opening hours.

These events are integrated dynamically into our termly plans and include careers lessons, professional guest speakers, small-group taster workshops, and structured transition events. During these coordinated encounters, the school ensures that providers are allocated sufficient time to share comprehensive information regarding their approved qualifications, outline the realistic career trajectories and employment routes these pathways open up, and answer individual pupil questions.

Careers education forms a core part of our quality of education framework, fulfilling our duty under the Independent School Standards to prepare all pupils effectively for the next phase of their learning and life. To maintain high professional standards, the school utilises the Gatsby Benchmarks as an aspirational framework for best practice, using personalised checklists to ensure every encounter is meaningful, impactful, and tailored to the developmental thresholds of our young people.

4. Who should providers contact to discuss events and options?

Providers can speak to the school's career lead: Matthew Bowden (Assistant Headteacher – Quality of Education) on 01375 531661.

5. What are the rules for granting and refusing access requests?

The school maintains full authority over its premises to ensure the physical protection, emotional well-being, and safeguarding of our vulnerable young people. Access requests from external education or training providers will be reviewed on an individual basis and will be granted provided they align with the pupils' planned transition outcomes, support the curriculum, and are formally approved by the Head of School.

The school reserves the right to decline or defer access requests from external providers if the visit would disrupt the therapeutic stability of the school environment, or if the request is not submitted in a timely manner relative to the academic calendar. Requests may also be refused if the attendance would provide an imbalanced or biased view of post-16 opportunities, or if the promotional material is judged not to be in the objective best interests of the pupils. Furthermore, access will be declined if there are any outstanding quality, ethical, or safeguarding concerns regarding the provider's provision.

The careers lead will evaluate all incoming communications against these protective thresholds and will notify the provider of the final decision and the underlying reasons in writing. If a provider wishes to appeal a refusal, they may submit a formal request for review to the Head of School, and any further escalation or dispute will be referred directly to the Executive Headteacher for consideration.

Our Child Protection and Safeguarding Policy set out OA North Views approach to allowing providers into School to speak to our pupils.

6. What can providers expect once a request has been accepted?

Once OA-North View has approved a provider access request, the careers lead will collaborate with the provider's nominated representatives to determine the most effective and supportive method for delivering the encounter to our pupils. The school will make classrooms, private meeting rooms, and presentation equipment available to host discussions and workshops, ensuring that all interactions occur under appropriate staff supervision in accordance with our visitor safeguarding protocols. All operational details must be agreed upon in advance, and providers are welcome to leave copies of their prospectus and relevant course literature with the careers lead for distribution and display within the school's transition resource areas.

7. How are complaints regarding provider access managed?

Any complaints or disputes raised by external providers regarding the school's provider access or careers education management will be handled strictly in accordance with the school Complaints Policy. This policy is fully compliant with Part 7 of the Independent School Standards and is made permanently available on our school website. Because OA-North View operates as an independent special school provision, all complaints must follow our internal escalation pathways through the Head of School and the Executive Headteacher, as outside agencies hold no jurisdiction over our independent curriculum access decisions.