



Careers Guidance and Provider Access Policy 2026/27

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Policy Owner: Mrs A Louth
Careers Leader

Approved By: Ms J Pardoe Head
teacher

Date Approved:

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Review Date:

1. Policy Statement

Morecambe Bay Academy is committed to providing all pupils with a high-quality programme of careers education, information, advice and guidance (CEIAG) that inspires and prepares them for the next stage of education, employment or training.

The school recognises its statutory duties to provide independent careers guidance and to ensure access for education and training providers in accordance with current legislation and Department for Education guidance. The school promotes all educational pathways impartially, including academic, technical, vocational and apprenticeship routes.

2. Aims

The aims of this policy are to:

- Provide pupils with access to impartial careers guidance.
- Raise aspirations and broaden horizons.
- Enable pupils to make informed choices at key transition points.
- Promote equality of opportunity and social mobility.
- Support pupils in understanding local, regional and national labour market information.
- Ensure pupils are aware of the full range of post-16 and post-18 pathways.
- Meet statutory Provider Access Legislation requirements.
- Support pupils in developing employability skills and preparing for work experience and future employment.

3. Statutory Requirements

This policy is based on:

- Education Act 1997
- Education and Skills Act 2008
- Skills and Post-16 Education Act 2022

- Provider Access Legislation (PAL)
- DfE Statutory Guidance: *Careers Guidance and Access for Education and Training Providers* (updated June 2026)

The school will have regard to statutory guidance and fulfil all legal duties relating to careers education and provider access.

4. Careers Programme

The school delivers a planned and progressive careers programme from Year 7 to Year 13 (where applicable).

The programme includes:

- Careers education within the curriculum.
- Employer encounters.
- Workplace experiences.
- Personal guidance interviews.
- Encounters with further and higher education providers.
- Encounters with apprenticeship and technical education providers.
- Careers assemblies, workshops and events.
- Access to labour market information.
- Preparation for applications, interviews and transition

The programme is published on the school website and reviewed annually.

5. Gatsby Benchmarks

The school works towards the Gatsby Benchmarks of Good Career Guidance and the updated expectations introduced by the DfE.

Careers provision will:

1. Be embedded within whole-school leadership and strategic planning.
2. Support the needs of every pupil.

3. Provide access to current labour market information.
4. Link curriculum learning to careers.
5. Facilitate meaningful employer encounters.
6. Provide meaningful workplace experiences.
7. Provide encounters with further and higher education.
8. Provide personal guidance.

The school uses Compass evaluation tools to monitor progress and drive continuous improvement.

6. Roles and Responsibilities

Governing Board

The Governing Board will:

- Monitor compliance with statutory duties.
- Review careers provision regularly.
- Support strategic development of careers education.
- Ensure sufficient resources are available.

Headteacher

The Headteacher will:

- Ensure compliance with statutory requirements.
- Support the Careers Leader.
- Promote careers education across the school.

Careers Leader

The Careers Leader will:

- Manage and coordinate the careers programme.
- Monitor Gatsby Benchmark progress.
- Manage provider access arrangements.

- Liaise with employers, providers and external agencies.
- Evaluate programme impact.

7. Independent Careers Guidance

The school will secure independent and impartial careers guidance for pupils.

Guidance will:

- Promote the best interests of pupils.
- Present all pathways fairly.
- Include academic, technical and vocational routes.
- Support progression to further study, apprenticeships and employment

Particular attention will be given to supporting:

- Pupils with SEND.
- Disadvantaged pupils.
- Looked-after children.
- Pupils at risk of becoming NEET.

8. Work Experience

The school is committed to providing meaningful workplace experiences that help pupils understand the world of work and develop employability skills.

Opportunities may include:

- Work experience placements.
- Employer projects.
- Workplace visits.
- Virtual workplace experiences.
- Enterprise activities.

The school supports the government's ambition that all young people should have access to substantial work experience opportunities during their education.

9. Provider Access Statement

Pupil Entitlement

All pupils are entitled to:

- Learn about technical education qualifications.
- Learn about apprenticeships.
- Access information about approved training providers.
- Hear from a range of providers about future opportunities.

Provider Access Legislation Requirements

The school will provide a minimum of six provider encounters:

First Key Phase

Years 8-9

- Two encounters for all pupils

Second Key Phase

Years 10-11

- Two encounters for all pupils.

Third Key Phase

Years 12-13 (where applicable)

- Two encounters made available for students.

These encounters will include providers of:

- Apprenticeships
- T Levels
- Higher Technical Qualifications (HTQs)
- Further Education
- Independent Training Providers
- Other approved technical routes.

10. Management of Provider Access Requests

Procedure

Providers requesting access should contact:

Careers Leader: Alicia Louth

Email: alouth@morecambebayacademy.co.uk

Telephone: 01524410207

Requests should include:

- Organisation details.
- Nature of provision.
- Intended audience.
- Preferred dates and format.

Granting Access

The school welcomes requests from:

- Further education colleges.
- Apprenticeship providers.
- Universities.
- Independent training providers.
- Employers.
- Voluntary and community organisations supporting progression.

Grounds for Refusing Access

Access may be refused if:

- The request does not support pupil progression.
- The provider is unable to demonstrate educational value.
- Timetabling or safeguarding concerns arise.
- The provider's offer duplicates existing provision.

Any refusal will be reasonable and consistent with statutory duties

12. Monitoring, Review and Evaluation

The effectiveness of the careers programme will be reviewed through:

- Student feedback.
- Destination data.
- Gatsby Benchmark assessments.
- Provider evaluations.

- Governor scrutiny.
- Ofsted inspection outcomes where applicable.

The Careers Leader will produce an annual evaluation report for governors.

13. Publication

This policy and the careers programme will be published on the school website and reviewed annually

Approved by: Jen Pardoe

Position: Headteacher

Date: 1.9.2026

Next Review: September 2027

Appendix 1

Destinations of Previous Pupils

Last year our year 11 pupils moved to range of providers in the local area after school:

30% to a 6th form

20% secured an apprenticeship

50% to a college

Last year our year 13 students secured very positive destinations. These included apprenticeship in Business, Outdoor Education and Engineering with BAE.

We also had students move on to universities, colleges and some took gap years.

16 students went to a university

6 students went onto an apprenticeship

6 students took a gap year

6 students got a job

2 students went to a college