

IAG Policy

Embleton View

Introduction

This policy and practice document will set out the service to our students and the commitment to ensure the quality and effectiveness of the provision. It takes account of the DfE statutory guidance “Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff: March 2015 – July 2021” and the non-statutory departmental advice “Careers guidance and inspiration in schools: Departmental advice for governing bodies, school leaders and school staff: April 2014.

The policy also sits alongside other policies and, therefore should be read in conjunction with the following documentation:

- Single equality policy
- Data protection Policy
- Safeguarding and Child Protection Policy and Practice
- British Values Policy
- Curriculum Policy

Rationale

Students with Special Educational Schools find that their transition to adulthood is often far more challenging than that of their peers, often having to deal with the adult world at an earlier age than most, and without the support of a family. It is therefore extremely important that we support a positive transition by ensuring that our students have the best quality Information Advice and Guidance (IAG) to help them navigate their future path.

The Statutory Guidance for schools was changed in April of 2014 and updated again in March of 2015/July of 2021 in regard to the provision of Careers Information Advice and Guidance. The guidance reflects the view that that careers guidance has been inadequate for some time, leaving young people in a poor position to make informed choices in relation to their futures, this in turn has led to an increase in NEET's (children “Not in Education, Employment or Training”) and long-term unemployment. The data suggested that this is an issue for those who have been in the care system.

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Aims

Fundamental to Embleton View is that our students are supported in developing aspirations and identifying ways to make such aspirations a reality.

- To offer Independent careers advice and guidance from YR8 to YR11
- To inspire students to reach their full potential
- To create strong links with local employers, training providers, colleges and apprenticeship providers.
- To provide clear, impartial, up to date Information Advice and Guidance for all abilities
- To offer the opportunity to develop entrepreneurial and enterprise skills
- To work with placement authorities to identify vulnerable young people.

Principles of IAG delivery

Embleton View is committed to providing and delivering a bespoke and personalised service to each student. Our fundamental principles of IAG service and delivery are:

A commitment to improving outcomes for our students and believe that through a planned programme of independent Information, Advice and Guidance and Work Experience with real employer's, students will be better prepared to plan and manage their career paths.

Commitment to achieving the Quality Assurance mark for this area of the curriculum through Gatsby Benchmark.

'Inspire the champion inside' philosophy seeks to inspire students and the adults around them, to build on aspirations

Impartiality and confidentiality

Fundamental to Information Advice and Guidance is that it remains impartial and confidential. This is secured by:

- Learning Development Coordinators are to identify external sources of careers guidance
- All information is securely stored, and the confidentiality of such information is governed by National Standards for this provision.
- Specialist Independent careers advice sourced from Local authority and National Careers and Advice Service
- Learning Development Coordinators and Learning Coaches to be aware of the 'Preparing for Adulthood' and how we incorporate this in practice.

Whole Team Responsibility

Graeme Turner (Proprietor) will have overarching responsibility of implementing IAG within Embleton View, however all staff have a responsibility to support young people by offering Information, Advice and Guidance. The roles of adults are defined as follows:

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Headteacher and Head of Education

He or she has an overall responsibility for policy, procedure and development planning to ensure the quality of IAG across provision meets the standard required by legislation.

They are responsible for developing and evolving the curriculum to ensure that IAG meets the standard required by the guidance for schools. They also monitor the quality of the curriculum provision and manage budgets to ensure resources are used wisely. The Headteacher will liaise with the Board of Directors to also ensure that professional development of the school team allows for the maintaining of training for each staff member.

Learning Development Coordinators

All Learning and Development Coordinators will plan learning opportunities to inform, advise and guide our students, which will be motivational and suited to the progress rate of each individual. The opportunities will have strong links to British Values, encouraging all young people to engage positively in the community.

Implementation

The Head of Education will be responsible for ensuring that students are offered high quality advice and guidance around opportunities both in the present and in the future.

Information, Advice and Guidance will be delivered thorough a range of carefully planned means:

- Bespoke timetabled sessions with students
- Development of a personalised annual overview for each young person in relation to IAG.

Development of IAG and staff development

Embleton View are also committed to achieve Gatsby Benchmarks:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Gatsby Benchmark at Embleton View:

Good career guidance can have a profound impact on social mobility, as it ensures that each and every young person, whatever their needs, background or ambitions, knows the options open to them to fulfil their potential. This is particularly important for the students at Embleton View who have often experienced periods of time out of formal education and may come from homes where

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careers education and transition is not at the forefront of thinking. Far too often these young people have a history of being held back by negative stereotypes and assumptions about their limitations. Through our comprehensive careers programme we can be sure that every young person gets the advice they need, and that this advice is in their best interest, and theirs alone and gives them the skills to enter the world of work and to manage the transition into adulthood.

Benchmark:	Summary of how benchmarks are met:
A stable careers programme	<ol style="list-style-type: none"> 1. Every student has an embedded programme of careers education and guidance that is known and understood by the student, parents/carers, Learning Development Coordinators (LDC) and Learning Coaches (LCs). 2. This programme of explicit and embedded education is managed by the LDC and takes the form of both formal lessons and also planned visits in line with individual transition aspirations. 3. Accreditation includes: BTEC Workskills at Entry Level 2, 3 and Level 1, NCFE Level 1 and 2 Employability Skills.
Learning from career and labour market information	<ol style="list-style-type: none"> 1. Every student, and their parents/carers has access to good quality information about future study options and labour market opportunities. They have the support of an informed independent adviser to make the best use of available information. 2. Students make regular visits to local careers information events.
Addressing the needs of each learner	<ol style="list-style-type: none"> 1. Students have different career guidance needs at different stages in their education in different ways with differentiated support. Sessions may be 1:1 with an independent careers advisor or small group with staff support. 2. Opportunities for advice and support are tailored to the needs of each student. Access, equality and diversity considerations are considered throughout the programme.
Linking curriculum learning to careers	<ol style="list-style-type: none"> 1. LDCs link on-going curriculum learning with careers opportunities and transitional aspirations. 2. Curriculum links are particularly embedded within Workskills and Personal and Social Development learning, but are not restricted to this. Enrichment opportunities are also used to raise aspirations and engage learning.
Encounters with employers and employees	<ol style="list-style-type: none"> 1. Students have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This is through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
Experience of workplaces	<ol style="list-style-type: none"> 1. Students have opportunities to gain work experience and/or volunteering opportunities at school, alongside undertaking some off-site learning within realistic working environments eg: joinery skills at the Darlington Learning and Skills Centre. 2. Accreditation for such learning includes NOCN Level 1 Award in Joinery, NCFE Level 1 Award in Volunteering and NOCN Level 1 Award/Certificate in Horticulture
Encounters with further and higher education	<ol style="list-style-type: none"> 1. All students will through their academic studies understand the full range of learning opportunities that are available to them.

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	This includes both academic and vocational routes and learning in schools, colleges, training providers and in the workplace. Such learning will take the form of academic study and provider visits and taster courses.
Personal guidance	<ol style="list-style-type: none"> 1. Every student will have the opportunity for guidance interviews with a qualified and experience careers adviser on a regular basis. They should be expected for all students but should be timed to meet their individual needs. 2. Careers and transitional opportunities will be discussed at annual reviews with the input of the wider multi-disciplinary team as needed.

IAG and the wider curriculum

Independent, Advice and Guidance and Personal Social Development

Effective planning for PSD in personal and economic wellbeing needs to ensure that they are embedded into sequences of work, teaching approaches and learning outcomes.

Independent Advice and Guidance and SMSC and British Values

Embleton View believe the development of SMSC and promotion of British Values, should be embedded within all areas of teaching and learning across both the school and residential setting. This policy should be read in conjunction with the Spiritual, Moral, Cultural and Social Policy and Practice document and the British Values Policy and Practice Document.

SMSC

At Embleton View we develop SMSC in many aspects of our curriculum and wider learning environment through ensuring opportunities for SMSC development are extensive and frequent.

Independent Advice and Guidance promotes:

Spiritual

- IAG encourages young people to make informed decisions for themselves about their own futures.

Moral

- IAG encourage students to understand their responsibilities within the communities they live in, to ensure that everyone is valued within that community and are treated fairly. Information given to young people about the benefit system and the moral duty to be honest when sharing information with the authorities for example.

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Cultural

- IAG encourage young people to explore the wider community and understand the diversity of people's background and heritage.

Social

- IAG encourages young people to understand the social issues that they may encounter and how they can have positive effects within the communities they live in.
- IAG encourages young people to discuss social issues in an open honest and non-judgmental way.
- IAG engages with professional support groups to address social issues.

British Values

Promotion of British Values is an integral part of life at Embleton View. We believe that the promotion of such values should be inherent in teaching and learning as well as in the wider community. We fundamentally believe that the promotion of British Values is an essential strategy in preventing radicalisation. This document should therefore be read in conjunction with our Prevent Policy and procedure.

Examples of the promotion of British Values within IAG are: Rule of law

- IAG provides clear guidance on the law of the country on a range of issues that affect young people i.e. drugs, sexual relationships, health and safety.

Democracy

- Embleton View is a child- centered organisation and is keen to ensure that the voice of the child is heard; to this end there are regular community meetings, which is the forum where the views and wishes of young people are canvassed.

Individual liberty

- Embleton View is committed to improving the lives of those in care helping young people to achieve a level of independence enjoyed by their peers
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- Embleton View promotes an inclusive community where all are welcome to practice their faith and where differing faiths are explored and discussed in a positive forum.

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Evaluation of IAG

Embleton View ensures that all transitions as students move on are carefully monitored through a robust reporting system, which explores the outcomes attained by students.

The outcome and value for student receiving high quality, impartial information, advice and guidance is that they feel supported in exploring and developing their aspirations for the future.

Information, Advice and Guidance can be monitored through:

- The Statutory Review process, where professionals linked to the student discuss their progression and development.
- Senior management conduct regular detailed observations of interactions with students across both teams
- Partnership agreements
- Destination data of leavers

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