

SPECIALIST EDUCATION SERVICES

Information, Advice and Guidance Policy and Practice

Date created or revised: 0416
Date of next review: 0418

*SES Avocet Ltd (4926028) and SES Turnstone Ltd (7972485)
are subsidiary companies of Specialist Education Services Holdings Ltd (7970185)*

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1 INTRODUCTION

This policy and practice document will set out the service to our young people 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” 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 SES policies and, therefore should be read in conjunction with the following documentation:

- Equality and Diversity Policy and Practice
- Data protection Policy and Practice
- Communication Policy and Practice
- General Curriculum Statement
- Staff support and Development Programme
- Safeguarding and Child Protection Policy and Practice
- Transition Policy and Practice

2 RATIONALE

Young care leavers 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 young people 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 in regard to the provision of Careers Information Advice and Guidance. The guidance reflects the view that that careers guidance has been inadequate for sometime, 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 a particular issue for those who have been in the care system.

3 AIMS

Fundamental to the SES ethos is that our young people are supported in developing aspirations and identifying ways to make such aspirations a reality. Our “No Limits” thinking represents this philosophy. We aim:

- To offer Independent careers advice and guidance from YR8 to YR13
- To inspire young people to reach their full potential
- To create strong links with local employers, training providers, colleges, apprenticeship providers, and universities.

- 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.
- To ensure young people are aware of, and understand, that IAG is available through to 18+ years of age.

4 PRINCIPLES OF IAG DELIVERY

At SES we are committed to providing and delivering a bespoke and personalised service to each young person. Our fundamental principles of IAG service and delivery are:

- SES is committed to improving outcomes for our students and believe that through a planned programme of independent Information, Advice and Guidance and Work Related Learning with real employers students will be better prepared to plan and manage their career paths.
- SES is committed to achieving the Quality Assurance mark for this area of the curriculum; The Matrix Standard.
- SES is a holistic organisation and believes that all staff share a key responsibility in providing IAG to our young people. The induction of staff and ongoing training and development ensures that best practice is maintained.
- SES “No Limits” philosophy seeks to inspire young people and the adults around them, to build on aspirations

4.1 IMPARTIALITY AND CONFIDENTIALITY

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

- The SES IAG Facilitator being supplemented with independent, external sources of careers guidance
- The SES IAG Facilitator being non site-specific
- The SES IAG Facilitator working with and through key adults for each child
- IAG sessions remaining confidential through the IAG Facilitator’s secure recording of information, whilst conforming to the requirements of Safeguarding and Child Protection
- All information is securely stored and the confidentiality of such information is governed by National Standards for this provision.

4.2 WHOLE TEAM RESPONSIBILITY

All staff have a responsibility to support young people by offering Information, Advice and Guidance. The roles of adults are defined as follows:

Principal

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.

Head of Education

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 Head of education will also ensure that professional development of the learning centre team allows for the maintaining of training for each staff member.

Registered Manager

They ensure that the members of each young person's key, dedicated team members and the wider care team consider relevant IAG outcomes for each individual in their daily practice.

Teachers

All teachers will plan learning opportunities to inform, advise and guide our young people, 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. Teachers will ensure that the quality of the any outside agency, who may be commissioned to provide IAG, will be of the highest quality and matches the ethos of SES.

Deputy Care Managers

They ensure the quality of care and activity planning meets the needs of the young people. They ensure that the daily provision of care aims to serve the agreed outcomes for each young person's IAG provision.

Learning Mentor

Each Learning Mentor co-ordinates their young person's curriculum to support planned outcomes. This includes each young person's IAG curriculum. Learning mentors will monitor the progress of their student ensuring that targets are set to encourage an aspirational outcome. Learning Centre Educational Plans will be written each half term in consultation with the young person and the wider team, which will communicate the focus for the term and reflect current learning. In addition learning mentors will ensure that the information they provide will be current, purposeful and relevant to their young person.

Case Co-coordinator

The Case Co-coordinator has overall responsibility for monitoring the progress of their designated young people. They will ensure that current Strategy Plans and Risk Assessments address the needs of the young person. They will also monitor the quality and quantity of 24 hour learning opportunities that are offered to their young people, ensuring that plans challenge youngsters to improve skills in all areas of life.

Personal Tutor

The Personal Tutor has over-arching responsibility for all aspects of a child's life at SES; they have regular meetings with the young people to give information advice and guidance in all areas of their journey with SES. Personal Tutors are in a key position that allows them to work closely with young people identifying focus areas for development, using creative planning to engage young people, challenging stereotypes and promoting equality through enriching plans.

Link Tutor and Care Workers

Both roles will have a responsibility to ensure that any information advice and guidance is appropriate and correct, meeting with the overall vision of SES. They ensure their conduct reflects British Values and those of SES, role modeling for young people, promoting personal growth and positive outcomes.

Link Tutors support Personal Tutors in facilitating 24hr planning for each young person. Care Workers are also involved in the implementation of 24hr planning and ensuring the quality of experiences for young people.

4.3 PARTNERSHIPS

SES has a well-developed portfolio of contacts and positive links within the local community and wider national networks, with whom partnerships can be developed and utilised to provide high quality experiences for young people. These positive relationships enable sharing of good practice as well as an increase in opportunities for young people.

5 IMPLEMENTATION

The IAG facilitator will be responsible for ensuring that young people are offered high quality advice and guidance around opportunities both in the present and in the future.

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

- Bespoke timetabled sessions with young people
- Development of a personalised annual overview for each young person in relation to IAG.
- Developing drop in clinics throughout the year.
- Training teams to ensure a holistic approach to delivery of IAG through all members of the team.

5.1 WORK RELATED LEARNING

Work experience is a valuable part of the provision at SES; it has been shown in recent research that the impact of this type of learning is extremely beneficial to young people. The value of clarifying career aspirations has real value.

New guidance regarding work experience placements and DBS of staff working with our young people will be part of our practice. In a number of our work related placements staff will already have a DBS certificate as part of their employment status. The work placement provider form ensures that comprehensive checks and safeguards are completed for the supervision of young people. Whenever possible SES will require DBS status in order for our young to attend a placement, although this may not always be achievable, for example, as with a work experience placement at a large supermarket. In these cases SES would require a named person in a management position to be allocated for safeguarding the young person, with clear communication and information established. This will be in addition to our normal rigorous internal checking procedures.

5.2 ENTERPRISE AND ENTREPRENEURIAL SKILLS

Through current SES structures (e.g. PAN meetings) and within IAG planning, enterprise and entrepreneurial skills will be encouraged and developed. These will reflect charitable work, engagement with the community and development of simple business models.

6 DEVELOPMENT OF IAG AND STAFF DEVELOPMENT

The IAG facilitator at SES is actively involved in developing training for staff in order to ensure that the team is aware of the importance of Information, Advice and Guidance and how it is implemented. They will ensure that both the Learning Centre Team and Care Team have an independent understanding of the integral role of IAG.

SES will aim to achieve the national quality service standard; The Matrix Standard. This is awarded to organisations who provide the highest quality of service and who understand the importance of the service.

The Matrix Standard consists of four elements that fit around an organisation's business themes. These four elements are:

- Element 1 - Leadership and Management
- Element 2 - Resource
- Element 3 - Service Delivery
- Element 4 - Continuous Quality Improvement

7 IAG AND THE WIDER CURRICULUM

7.1 INDEPENDENT, ADVICE AND GUIDANCE AND PERSONAL AND 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. When this is done well, it will enrich the experiences of young people within the context of our 24hr learning environment.

7.2 INDEPENDENT ADVICE AND GUIDANCE AND SMSC AND BRITISH VALUES

At SES we 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.

7.2.1 SMSC

At SES 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 young people 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.

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

7.2.2 British Values

Promotion of British Values is an integral part of life at SES. 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 Radicalisation Policy and Practice document.

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

- SES 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

- SES 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.

- SES promotes an inclusive community where all are welcome to practice their faith and where differing faiths are explored and discussed in a positive forum.

8 EVALUATION OF IAG

SES ensures that all transitions as young people move on from SES are carefully monitored through a robust reporting system, which explores the outcomes attained by young people.

The outcome and value for young people receiving high quality, impartial information, advice and guidance is that they feel supported in exploring and developing their aspirations for the future. They feel safe in the knowledge that being supported does not compromise their pathway in the care system.

At SES the impact of Information, Advice and Guidance can be monitored through:

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