

## Information Advice and Guidance Policy (IAG)

### Rationale

To enable pupils to understand and discover the career and training options for their future, it is vital that they have access to accurate, impartial and objective information, advice and guidance to help inform their decisions.

The school must be able to help all individual pupils, irrespective of ability to make informed decisions at all stages of their experience and development. Sidestrand Hall takes the view that IAG (Information, Advice and Guidance) must:

- Empower young people to plan and manage their futures
- Respond to the needs of the learner
- Provide current and comprehensive information and advice
- Increase knowledge of the range of opportunities available to them.
- Raise their aspirations
- Actively promote equality and challenge stereotypes
- Support young people to progress into a suitable pathway which they are interested in and which will challenge them.

### Definition

A career is a 'course or progress through life, preparing for the next stage and advancing oneself'. Careers education, advice and guidance at Sidestrand Hall School are seen as a 'whole school' approach and are key aspects of all pupils' learning.

### Aims and Objectives

Effective IAG will provide opportunities for pupils to:

- Investigate and implement career/post school opportunities.
- Have the skills, knowledge and attitude to make well-informed, realistic decisions. Students should be able to plan their future choices and understand how to access IAG.
- Students should understand how educational and vocational achievements are linked to maximising their potential future choices.

### Implementation

To enable the aims of IAG to be implemented, the school will ensure that pupils will:

- Gain an understanding of the world of work including encounters with employers and will understand their entitlement to continued learning.

- Have the opportunity for individual, impartial careers guidance with the Transition Co-ordinator at key decision points, particularly from years 9 - 14.
- Have the opportunity to visit a range of different post 16 providers and to be made aware of open events and taster sessions being held at colleges and training providers.
- Know and understand how to access sources of career/post school information and decision making support.
- Use action planning, recording of achievement and progress and refer to the Gatsby Benchmarks in order to ensure that all the outcomes for a good careers programme are being covered and achieved.

All students in Year 11 and 6<sup>th</sup> Form will have opportunities to visit colleges, attend taster days and carry out work placements as part of the curriculum. Students will receive support with making applications to college and training providers and with attending taster days, interviews and transition.

IAG may also be delivered by local businesses and mentors and events organised in school to provide access to external training providers.

Parents will be kept fully informed throughout the transition process. Parents can access information on supporting their children in making career and educational choices. The support is offered through EHCP meetings and contact with our Transition Co-Ordinator.

#### Monitoring and Evaluation

- Evaluation has a crucial role to play in ensuring that pupil's needs are being met and in determining the extent to which the IAG programme is meeting its declared aims and outcomes.
- Evaluation also includes the views of employers, training providers, governors, pupils and parents. These views are obtained via discussions and questionnaires.
- The IAG provision is reviewed annually by the ELT.

#### Responsibilities

- Head Teacher – to ensure that the school is compliant with legislation and to enable an annual evaluation of careers within the school. To ensure the school fulfils its legal obligation in the provision of the 14-19 curriculum.
- Transition Co-Ordinator, KS4 and KS5 leaders – to ensure the school maintains a high level of IAG provision for all pupils at all time.
- Form Tutors - to act as front line support, offer initial IAG and refer to Transition Co-Ordinator if appropriate.

