



REDRUTH SCHOOL

Information, Advice and Guidance Policy (V1)

This Policy is currently awaiting Governors approval (Oct 2017)

This Policy is due for renewal 2019/20

The name of the designated individual is Mrs B Haslam

IAG Policy

This policy should be read in conjunction with the other school policies and procedures.

School Vision and Values for IAG

Redruth School aims to provide high quality, impartial, information, advice and guidance services which promote the value of learning to students of the school/ prospective students of the school and employers of other organisations representing current or prospective students.

The IAG services support the school values in that their staff are passionate about education and enabling our students to reach their potential. The IAG staff seek especially to develop the self-esteem and self-confidence of the students.

We value new ideas and approaches and seek new opportunities and solutions to meeting the IAG needs of our students, employers and the local community. We seek to encourage and celebrate creativity and to be supportive of innovation, learning from all that we do.

Student Entitlement

The school is committed to create an IAG experience for the students that is:

- Planned to guide students on to the correct pathway and to support and challenge them
- Personalised to meet the needs of each student
- Designed to inspire and motivate
- Developing self confidence
- Coaching the students to be successful and progress on to their next steps

All students, staff and stakeholders that use the IAG at our school are entitled to a service that is:

Accessible and Visible

Access to IAG should be free from direct or indirect discrimination. Services should be recognised and trusted by the students. Students should have access to a variety of different resources if IAG these include: career pilot, UEXPLORE, school website and library, next steps south west and their tutor all free of charge.

Professional and Knowledgeable

IAG frontline staff should have the skills and knowledge to identify the student's needs quickly and effectively. They should have the skills and knowledge either to address the student's needs or to signpost or to refer them to suitable alternative provision.

Impartial

Students have the right to information, advice and guidance that is impartial, unbiased and realistic. Where appropriate, referrals will be made to external agencies.

Integrated

Links between IAG services should be clear from the students' perspective, regardless of the programme or location of their study. Where necessary, students will be supported in their transition between services.

Aware of, and Responsive to Diversity

The range of IAG services should reflect the diversity of the students' needs and reflect both the students present and future needs.

Enabling

Enquires, students, parents, employers, staff and partners should be able to make informed choices about ways in which the school can meet their individual training and development needs. IAG services should encourage and support students to become lifelong learners by enabling them to access and use information to plan their careers, supporting the student to explore the implications of both learning and work in their future career plans.

Patient, Friendly and Welcoming

IAG services should encourage students to engage successfully with the services.

IAG Delivery

Information – information is data on opportunities conveyed through different media, both mediated and unmediated including face-to-face contact, written/ printed matter, telephone helplines, ICT software and websites.

Advice – This involves:

- Helping students understand and interpret information
- Providing information and answers to questions and clarifying misunderstandings
- Understanding their circumstance, abilities and targets
- Advising on options or how to follow a given course of action
- Identifying needs – signposting and referring students who may need more in-depth guidance and support

Guidance – aims to support students to:

- Better understand themselves and their needs
- Confront barriers to understanding, learning and progression
- Resolve issues and conflicts
- Develop new perspectives and solutions to problems
- Be able to better manage their lives and potential