



**Focus 1st Academy**

**Information, Advice & Guidance**

**(IAG)Policy**

**Focus 1st Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment!**

Working in Partnership with North London Schools & Local Authorities Est. 2000

Accredited Independent School Status 2014 (Registration N0. 308/6003)

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Focus Inception

*Focus 1st Academy was set up in the year 2000 using European Social Fund to provide education and training and to-date has defied all the odds and was awarded the Independent School status in August 2014. This enables us to work in partnership with schools and local authorities to provide an alternative method of education for 14 to 16 year olds. Our student referrals are some of the most vulnerable young people and it is our duty to ensure that they are equipped with the appropriate skills and qualifications to ensure full participation within the modern workplace. Our team of professionals consisting of tutors, tutor assistance, pastoral support staff and mentors to nurture the students ensuring our work-based-learning approach alongside a variety of techniques are utilised and compatible to ensure the prevention of social and economic exclusion prior to adulthood which is underpinned through the subjects delivered whilst in classroom environment as well as on an individual basis.*

Focus Ethos

*Our programme fulfils the need of students who are disengaged from academic studies and may be exhibiting behavioural problems as a result. Our hands-on approach to learning creates an inspirational motivation for students wishing to pursue a career via the vocational route. The students are taught methods on how to improve their social skills in preparation for work/apprenticeship schemes and/or further education by learning in real-life situations and participating in sports, art and drama to express emotions. We believe that all individuals have a certain quality, which is sometimes concealed due to lack of confidence, mixed sentiments or disabilities. As such, recognising and coming to terms with barriers is a small part of the conflict, we are certain that all individuals are aware of their own weaknesses; the most vital part is engaging with professionals and adhere to individual training plans set which in turn prepares our students for economic and social integration into adulthood.*

Information, Advice and Guidance Policy (IAG)

We provide a broad and balanced curriculum, which develops the skills, concepts, and knowledge necessary for future development. All staff, including learning support professionals, works to remove barriers to learning and support the individual needs of students. We believe all our students deserve access to a high-quality programme of careers education and impartial information, advice and guidance in an inclusive learning environment where our young people can excel. Staff will contribute to the development of this ethos and inform students of their choices about future careers and educational progression routes. Focus 1st Academy will provide a balanced and broadly based curriculum which prepares students for the opportunities, responsibilities and experiences of adult life, which includes preparation for working life. We are committed to maximising the benefits for every learner, in the development of a whole school approach to work-related learning as we recognise that there needs to be work-related learning for all students, and more for some. Our students are addressed termly as structured conversations and all students have access to work related learning programmes. Where possible, access to expert external programmes of work-related learning is provided along with targeted work experience.

Statement

The Information, Advice & Guidance Service adheres to all Focus 1st Academy school procedures including data protection, equality and diversity, safeguarding, disability and health and safety.

Equal Opportunities

The primary purpose of the Information, Advice & Guidance Service is to extend opportunities for education and training to all our students.

Disability Statement

We have designated staff with special responsibility for students, and prospective students, with learning difficulties and/or disabilities.

Objectives

To provide confidential and impartial, secure Careers Education, Information, Advice and Guidance which will be available to students at pre-entry, entry, on-programme and at exit stages, regardless of their gender, sexual orientation, age, disability, ethnic origin or religion.

To raise aspirations and widen horizons and specific attention will be given to the danger of stereotyping career opportunities and all students will be encouraged to consider the fullest range of options including, but not limited to, Colleges, Employers, Apprenticeships and Training providers. A record is maintained of all career’s interviews (stored in a secure location) and a log kept of appointments, referrals to external agencies and enquiries made.

Implementation

Careers Guidance

This service is available to all students of the Focus 1st Academy at the following key decision points: Pre-course guidance to help ensure appropriate course choice   
On-course guidance on progression into further study, training or apprenticeship guidance.

The guidance should:

* Build on previous discussions about the learner’s progress in learning, their personal development and career development.
* Enable students to make informed decisions and support them through this process in an appropriate way.
* Record and share agreed action points contributing to a learner’s long-term development plan.
* Be impartial and free from institutional bias.

Careers Education

All students can expect to receive careers education. This may be integrated into the curriculum in the case of vocational courses and/or delivered through the tutorial programme. Career’s advisors may be asked to contribute by giving presentations or workshops. This helps students to:

* Investigate opportunities in learning and work.
* Make and adjust plans to manage change and transition.
* Make and implement career decisions.
* Identify personal skills and qualities.
* Plan ahead, think about career management.
* Understand the local, national and international job markets and the influences on these.
* Understand the requirements of employers and the colleges.

What Students can expect:

* A confidential, impartial and high-quality CEIAG service, managed and delivered by our staff
* All support will be offered in a clear and transparent style with no agenda or bias. The raising of aspiration will be paramount.
* 1:1 support

Equality and Diversity

Work-related learning will help to promote our school policy on equal opportunities by providing a range of resources that match individual need, helping students recognise the importance of Equal Opportunities in working life and monitoring resources to ensure the absence of stereotyping.

Moral, Spiritual and Cultural Education

Work-related learning will contribute to each learner’s moral, spiritual and cultural development by helping them to recognise the meaning and value of different types of work to individuals, communities and the country as a whole.

Resources

Work-related learning has several resources that can be used by our students. As far as possible these are regularly updated and currently include.

* Careers Library with a range of literature including books, leaflets, FE and HE prospectuses and guides and reading books on topical careers IAG and skills required for the world of work.
* Computer access on site with Careers Companion Extra (a careers search tool) displaying videos, podcasts, posters and careers guidance.

Monitoring, Review, Evaluation and Assessment

Assessment within work-related learning is solely in the form of learner self-assessment supported by discussion with tutors and teachers. We aim for each learner to have a portfolio of work to illustrate his or her individual achievements/progression sheets. Focus 1st Academy will incorporate this within the students’ surveys to evaluate their careers and work-related learning experiences. Our policy on work-related learning will be monitored and reviewed on an annual basis. The key priorities of the review are incorporated into school development and vision plan.

Last reviewed May 2021

Reviewed June 2022