



Information, Advice & Guidance Policy

Venture Learning

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Introduction

The purpose of information, advice and guidance within the context of Venture Learning is to support young people to realise their aspirations and make educational choices that will improve their life chances. We aim to change young people's perceptions of their education and opportunities. At Venture Learning, we believe that providing high quality, accurate and accessible information, advice and guidance is essential to achieve this.

We offer detailed, impartial information, advice and guidance about all aspects of our provision, including but not limited to:

- Curriculum options
- Part-time and full-time provision options
- Bespoke programmes of support
- Assessment and qualification opportunities
- Processes for reintegration
- Next steps

This is made available to:

- Current students
- Prospective students
- Parents/carers of current and prospective students
- Schools and other educational provisions of current and prospective students
- Local authorities

We aim to meet the Principles for Coherent Service Delivery laid down by The National Information, Advice and Guidance Board. This means that our service will be:

- Accessible and Visible
- Professional and Knowledgeable
- Impartial
- Responsive to your needs
- Friendly and welcoming



Key Staff and Contacts

Provision Based Contacts

Name	Role
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Section 1: Definitions

For the purposes of this policy the term Information, Advice and Guidance (IAG) is used as an umbrella term to denote a range of guidance activities and processes. The following definitions have been used:

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

Advice – this involves:

- helping a student understand and interpret information
- providing information and answers to questions and clarifying misunderstandings
- understanding their circumstances, 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.

Advisory work is usually provided on a one-to-one basis but may also be in groups.

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 achieve their potential.

Guidance may also involve advocacy on behalf of some students and referral for specialist guidance and support. This involves more in-depth one-to-one work.



Section 2: Roles and Responsibilities

The Head of Provision is ultimately responsible for ensuring that IAG is accurate impartial and accessible to stakeholders of Venture Learning but may choose to designate an IAG coordinator to implement the Information, Advice & Guidance policy at an operational level.

2.1. IAG Coordinator

Takes responsibility for:

- collating informative resources for internal and relevant external services;
- ensuring that staff who give out IAG are familiar with this policy and confident in issuing information, advice and guidance within its parameters;
- ensuring that students are aware of their rights to IAG, as well as the process and merits of seeking such;
- organising events to share information and promote access to IAG;
- monitoring and reviewing the quality of IAG at Venture Learning against the standards outlined in section 3; and,
- researching and sourcing additional IAG to support young people to realise their aspirations, when staff at Venture Learning do not have the knowledge to provide such.

2.2. Teaching and Support Staff

Are responsible for:

- treat any student seeking/receiving IAG with equality; solely on the basis of their merits, abilities and potential, regardless of gender, colour, ethnicity, age, socio-economic background, disability, religious or political beliefs, family circumstance, sexual orientation or any other irrelevant distinction;
- giving out accurate and impartial IAG when they feel they have effective knowledge of the subject to do so, and directing students to the IAG coordinator or senior leader when they do not; and,
- maintaining confidentiality by adhering to the data protection and GDPR policy.



Section 3: Operational Standards

Accessible and Visible – As a small educational provision, Venture Learning does not have a designated IAG service. All staff will facilitate IAG as part of their direct work with students. The IAG coordinator will ensure students are aware of their right to access IAG through notices, assemblies and events.

Professional and Knowledgeable – Staff should have the skills and knowledge to identify student's needs effectively, give out detailed information and appropriate guidance. If staff are unable to address the student's needs they should not give out IAG but refer or signpost the young person elsewhere.

Impartial – Staff should be unbiased in the delivery of IAG. Venture Learning endeavours to ensure that IAG is realistic and specifically suited to the needs of the individual young person.

Integrated Links – Where students are signposted towards external IAG services, Venture Learning ensures that the service is appropriate for the young person's needs and support them to access this.

Responsive to Diversity - The range of information, advice and guidance that is offered to our students reflects the diversity of our students, reflecting both their present needs and future aspirations.

Enabling – As part of Venture Learning's vision, IAG services should encourage and support young people to use information to plan their next steps; develop realistic, achievable goals; assess their options; and explore the implications of their educational decisions.

Patient, Friendly and Welcoming – Staff should encourage students to feel safe and comfortable in order to engage fully with IAG work.

