



Supporting Choices

Framework for implementing the 14-19 entitlement to Information, Advice and Guidance in Norfolk

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Supporting Choices has been produced by the 14-19 IAG 'Task and Finish' Group for the Norfolk 14-19 Strategy Group and Learning Systems Groups. 2006

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Section 1 Introduction

1.1. Purpose of this document

This document provides guidance to the 14-19 Learning Systems Groups, partnerships and individual institutions to support the implementation of the County 14-19 entitlement to Information Advice and Guidance (IAG). It provides:

- ❖ Detailed amplification on the Norfolk 14-19 learners entitlement for IAG
- ❖ An outline delivery model of the evolving range of activities, programmes and processes that support the choices made by young people.

It is intended to help institutions and 14-19 partnership review and develop their IAG provision.

The paper has been produced by the Norfolk IAG Task and Finish Group and builds upon early work carried out by the National Association of Connexions Partnerships (NACP).

1.2 Activities that 'support 14-19 choices'

Young people need a range of activities and experiences to enable them to develop the skills, knowledge and attitudes to make effective choices and engage with learning in order to achieve their full potential. These can be achieved through:

- ❖ Key curriculum subjects: Careers Education & Guidance (CEG), Work Related and Enterprise learning, Personal Social & Health Education (PSHE), , Enrichment and Citizenship
- ❖ Cross curricular activities that support personal development
- ❖ Personal information, advice, guidance and support
- ❖ Community based and 14-19 cross-institutional activities and programmes

These inter-related strands form part of the *14-19 Learners Entitlement* in Norfolk.

1.3. What is Information, Advice and Guidance (IAG)?

The term Information, Advice and Guidance (IAG) is used as an umbrella term to denote a range of activities and processes that can support the choices made by young people. In the context of supporting choices, it is essential that information, advice and guidance for young people is impartial and student centred. IAG activities may include assessing, informing, advising, guiding, counselling, supporting, enabling, coaching, mentoring, advocating, referring and feeding back to learning and support systems. IAG interactions with young people usually work through a process of assessment, planning, implementation and review.

Working definitions for Information, Advice and Guidance are:

- Information** – Information is data on opportunities conveyed through different media, both mediated and unmediated including face-to-face contact (individual, group, class etc), written/printed matter, telephone help lines, ICT software, websites etc. Information needs to be accurate, comprehensive and impartial.
- Advice** – Involves providing help to young people to understand and interpret information; to provide information and answers to questions and clarify misunderstandings; to help them understand their circumstances, their abilities and targets; to advise them on their options or how to go about a given course of action; to identify needs and to signpost and refer young people who may need more in depth guidance and support. Advice work is usually provided on a one-to-one basis but may also be provided in small or class groups.
- Guidance** – This involves more in-depth one-to-one work conducted by staff trained and competent in guidance work. Guidance aims to support young people to better understand themselves and their needs; to confront barriers to understanding, learning and progression; to resolve issues and conflicts and to support them to develop new perspectives and solutions to problems and be able to better manage their lives and achieve their potential. Guidance may also involve advocacy of behalf of some young people and referral for specialist guidance and support. Guidance usually involves the exploration and problem resolution in relation to young people's circumstances and issues - their ideas, values, needs and beliefs in relation to opportunities or issues that are confronting or confusing them.

Not all young people will need all of these different guidance interventions. The type of intervention must depend on the needs of individual young people at different stages of their lives.

1.4 Context for 'Supporting Choices' through Information Advice and Guidance (IAG)

High quality IAG is essential to the achievement of all 5 outcomes of Every Child Matters and is central to current policy agendas for social and economic inclusion, raising achievement and attainment, participation, student retention and curriculum personalisation for all young people. The links with the ECM framework are illustrated in Section 2a.

The provision of IAG forms part of the statutory requirements for schools to deliver:

- Careers education in Y7-11,
- Information & guidance for all young people in years 9-11 (Learning & Skills Act, 2000)
- SEN Code of Practice
- Work Related and Enterprise Learning in KS4
- Citizenship and aspects of PSHE in KS3 and 4.

IAG provision is also an underpinning strand in the following policy documents:

- White Paper: Education & Skills (2005)
- Higher Standards, Better Schools for All (2005)
- Skills White paper (2005)
- 14-19 Implementation Plan (2005)
- Women into Work: Shaping A fairer Future (2005)
- Further Education: Raising Skills and Improving Life Chances (2006)
- Norfolk 14-19 learning Entitlement statement
- Norfolk 14-19 Strategy (2005)
- 14-19 Implementation Plans and Learning Systems Group Action Plans in Norfolk
- West Norfolk Area Action Plan and Learning Systems Group Area Action plans.

1.5 Benefits of Information, Advice and Guidance

Policy research has shown that high quality IAG can support the learning and progression of **all** young people. The main benefits are to support young people to:

- Manage change and transitions including from one institution to the next, between years and key stages and through key decision points e.g. Y6 - 7; Y9 – Y10; Y11 – 12; 13/14+
- Make well informed and autonomous decisions and choices
- Participate and achieve in learning
- Gain maximum benefit from learning experiences,
- Have high aspirations and expectations of themselves and others
- Overcome barriers to their progress and attainment in learning
- Take control over the direction of their own lives
- Engage with education, employment and training.

1.6 Delivering the entitlement

Responsibility for the delivery of this entitlement belongs to individual institutions and the 14-19 Partnerships. This partnership consists of Schools, Colleges, work based learning providers, Connexions, parents/carers, employers, voluntary/community organisations and young people themselves. All have roles to play in delivering an effective and sustainable model for supporting young peoples' choices. Section 3 contains an example of a partnership delivery model for young people aged 11-19+.

1.7 Principles underpinning information, advice and guidance

To ensure that IAG is centred on meeting the needs of individual young people, it is essential that IAG complies with the Guidance Council Code of Principles:

- Impartial
- Confidential
- Owned by the young person
- Promoting Equality of opportunity
- Transparent
- Accessible.

1.8 Quality assurance

It is essential that IAG provision should be of high quality and meet the key principles identified above. Quality should be assured through self evaluation, OFSTED inspection and through local/national accreditation.

'How Learners Are Guided and Supported' forms one of the key judgement and reporting areas in the OFSTED Inspections in schools and colleges. How young people are guided and cared for also forms part of institutional self evaluation and reporting in relation to the five outcomes of Every Child Matters.

Local quality awards can also play a key role in helping to quality assure IAG. Norfolk schools are encouraged to work towards the *Careers Excellence* quality award and the recommended National Healthy Schools Standard (NHSS). Norfolk colleges and many work based learning providers currently work towards the Guidance Council 'Matrix' standards, but need to ensure that the curriculum element of their programmes are reviewed to ensure they meet the standards for *Careers Excellence* and the NHSS.

Following the publication of *Youth Matters Next Steps*, work is being carried out to develop a set of 'quality standards' to define IAG delivery expectations and entitlements for young people at 14, 16 and 18+ and to inform commissioning arrangements for IAG through Local Authority Children's Trusts. A report is expected in April 2007. It is anticipated that providers of IAG will need to comply with these national DfES quality standards for IAG.

Section 2

Amplification of the 14-19 Entitlement to Information, Advice and Guidance (IAG)

2.1 Every Child Matters – the place of Information, advice and guidance

All young people in Norfolk are entitled to IAG that supports them to achieve the 5 outcomes of Every Child Matters:

Be Healthy	Stay Safe	Enjoy and Achieve	Make a Positive Contribution	Achieve Economic Well being
IAG SUPPORTS YOUNG PEOPLE TO HAVE A HEALTHY LIFESTYLE, INCLUDING THE BEST PHYSICAL, MENTAL, EMOTIONAL AND SEXUAL HEALTH	IAG SUPPORTS YOUNG PEOPLE TO ADOPT SAFE PRACTICES AND CONTRIBUTES TO THE PROTECTION OF YOUNG PEOPLE TO SAFEGUARD THEM FROM HARM	IAG SUPPORTS YOUNG PEOPLE TO ENJOY THEIR TEENAGE YEARS INCLUDING THEIR LEARNING AND DEVELOPMENT AND TO ACHIEVE THEIR ASPIRATIONS	IAG ENCOURAGES YOUNG PEOPLE TO ENGAGE IN DECISION-MAKING AND SUPPORT THE COMMUNITY AND ENVIRONMENT IN WHICH THEY LIVE	IAG ENCOURAGES AND SUPPORTS YOUNG PEOPLE TO MAKE WELL INFORMED AND REALISTIC DECISIONS ABOUT LEARNING AND WORK AND TO ENTER AND REMAIN IN EDUCATION TRAINING & EMPLOYMENT
Needs/Issues	Needs/Issues	Needs/Issues	Needs/Issues	Needs/Issues
<ul style="list-style-type: none"> - Healthy lifestyles - Exercise & fitness - Healthy eating, food and drink - Sexual health - Contraception - Teenage pregnancy - Drink, drugs and substance awareness - Smoking - Sexuality - Intellectual, emotional, social health - Bullying/anti-bullying - Stress management - Sources of IAG about health and personal welfare 	<ul style="list-style-type: none"> - Safe behaviour; - Rights and responsibilities - Bullying/anti-bullying - Discrimination/tackling racism, sexism, discrimination and prejudice - Personal safety - Child protection - Homelessness - Health & safety at school, home and work - Recognising and managing stress - Safe environment - Self-harm - Dealing with criminal behaviour 	<ul style="list-style-type: none"> - Achievement in core qualifications, functional and key skills inc. language competence; communications; numeracy; & literacy; - Personal and social development - Developing learning styles, skills and attitudes - Study skills - Taking responsibility for own learning and achievement - Co-operative working - Positive behaviours in school, college & work - Attendance & punctuality - Curriculum relevance inc CEG and WRL - Personal action planning - Spiritual, moral, social and cultural development 	<ul style="list-style-type: none"> - Citizenship - Relationships and respect for others - Working with others - Volunteering - Involvement in decision-making in school/college and the community - Participation in extra curricular activities and in community - Managing change and transitions - Understanding laws, rights & entitlements and how to access - Understanding responsibilities to self, others and community - Confidence-building 	<ul style="list-style-type: none"> - Achievement in core 14-19 qualifications - Personal development and thinking skills & qualities - Understanding of world of work - Opportunity awareness: career and 14-19 course options; - Labour market Information local, regional, national trends - Career decision making, planning and application skills - Ability to manage change and transitions - CEG and WRL - Overcoming stereotyping/ barriers to aspirations - Personal financial and money management skills inc. EMAs, grants/loans/support - Housing and transport

2.2 IAG: Supporting 14-19 Choices and Progression

All young people are entitled to impartial information, advice and guidance as an integral part of their learning programme. The core components of this entitlement are:

Information

All young people should have ready access to high quality and impartial information about opportunities and choices.

Outcomes for young people Information provision will support all young people to know:

- The range of 14-19 opportunities available to them for:
 - Courses and qualifications
 - Work and training
 - Volunteering
 - Sports and leisure activities
 - Information, advice and guidance
- 14-19 options and pathways for progression
- How to adopt healthy lifestyles
- How to feel safe and protect themselves.

In order to achieve these outcomes, information provision will be:

- Up to date, accurate, relevant and comprehensive.
- Easily accessible for all levels of ability and need, is clearly produced and in formats readily understandable to all users
- Supported through taught careers education, PSHE and 'Pathways' events for young people and their parents/carers at 14+, 16+ and 18+
- Covering the full range of personal, social and emotional issues experienced by young people
- Providing details of all relevant opportunities and choices available locally, across Norfolk and throughout the country
- Available at key points of transition when important career decisions have to be made, and in particular at ages 13/14+, 16+ and at 17/18+ (up to 25 for young people with LDD)
- Supporting choices and pathways for progression throughout ages 11-19 (including access to the 14-19 Prospectus)
- Promoting equally positive images of achievement and progression through academic and vocational pathways
- Promote their health and well-being
- Consulted with young people to ensure it meets their needs.

Advice

All young people will be entitled to participate in one-to-one support activities including a minimum of one personal review discussion each year from Years 7-13.

Outcomes for young people

Advice provision will enable young people to:

- Develop, review and maintain 14-19 Individual Learning Plans (ILPs)
- Understand their progress, achievements and likely potential in their learning and opportunities for progression
- Establish and review goals and targets
- Challenge stereotypes and promote aspirations
- Have high aspirations and expectations of themselves
- Engage positively with their learning and development
- Understand their choices and pathways for progression through the 14-19 phase and in particular at key points of transition at 14+, 16+ and 18/19+
- Engage with the processes for applications, interviews, finance and transport (inc. EMAs, UCAS etc)
- Know where and how to seek guidance and how to use sources of information including publications, software, internet etc.

In order to achieve these outcomes, advice provision will be:

- On-going and progressive across the 11-19 age range
- Impartial
- Delivered by individuals who are trained in one-to-one work and have time allocated for this work
- Integrated with personal development activities and programmes in the 11-19 curriculum including Careers Education, PSHE and Work Related Learning
- Delivered through a partnership approach of staff and students from within the school/college and from the community
- Accessible to parents/carers
- Integral to the referral system operating within the institution/partnership.

Guidance

Young people will be entitled to access high quality and impartial guidance about their learning opportunities and personal development

Outcomes for young people

Guidance provision will enable young people to:

- Overcome barriers to their participation and progression in learning and achievements
- Address personal, social, emotional and health related issues and develop strategies for their health and well-being
- Make well informed and realistic decisions about their future plans, choices and pathways
- Challenge stereotypes and promote aspirations and engagement with learning
- Take responsibility for their own plans, actions, choices and development.

In order to achieve these outcomes, guidance provision will be:

- Impartial and focusing on the needs, wishes, interests and aspirations of the young person
- Available to young people according to their needs. In particular:
 - when they are experiencing personal issues and barriers to their participation in learning and progression
 - towards key points of transition when important decisions have to be made
- Available to young people by self and institutional referral
- Accessible to parents/carers
- Delivered by individuals who are trained and competent in guidance work
- Linked with curriculum provision for Careers Education and Personal & Social development

Section 3

Delivering the Entitlement to Information, Advice and Guidance

3.1 Who delivers information, advice and guidance?

IAG is delivered by a wide range of people, both formally as part of their work role, and informally at home, in the community or through day-to-day interactions with young people.

Formal	Informal
Careers and Work Related Learning Co-ordinators Connexions Personal Advisers School/college/WBL guidance staff Tutors Mentors Assessors NYCS staff etc	Parents & carers Families and relatives Friends and peers Business contacts Subject teachers/lecturers/programme tutors etc

This document recognises the central role that peers and parents/carers play in influencing the choices made by young people. It is also essential that those in the formal 'guidance community' ensure that parents/carers and other partners are provided with accurate information to enable them to be able to provide more informed support to young people about their choices.

However, the entitlement is concerned to present a formal system of activities, inputs and experiences that all young people should be entitled to access from ages 11-19 to support them with their choices for learning, development and progression.

3.1 Delivering the entitlement

Responsibility for delivering the entitlement is shared between schools, colleges, Connexions Norfolk and other delivery agencies within the 14-19 Partnership. This 'partnership' is illustrated in the tables that follow. The range of activities combine the statutory duties for schools, colleges, work based learning providers and Connexions Norfolk with current and good practice taking place around the County. Institutions may wish to use this document to help review IAG provision in their own institutions.

The programme of activities are presented by 'age and stage' in order to demonstrate the continuity and progression of support that is needed to support young people to achieve the 5 outcomes of Every Child Matters. It provides 'at a glance' a summary of activities, experiences and provision that young people may receive from age 11-19. However, this should not be taken to imply that all young people have homogenous needs for IAG or progress at the same rate. The needs of individual young people are different and it is essential that the IAG is differentiated to meet their needs.

3.2 Managing IAG

Good management, co-ordination and communications are essential for the effective and efficient delivery of resources within the IAG 'system'. Inter-agency working operates best when the system is open and transparent with clear understanding and respect for mutual roles, responsibilities and expertise. In education institutions, the school/college Student Support Team (SST) or 'guidance forum' led by a senior member of school/college staff should be at the heart of managing and co-ordinating the system. The SST has a key role for agreeing systems and protocols for needs identification, information exchange, case work allocation, referral, review and evaluation.

3.3 Underpinning curriculum subjects

All young people need access to a range of curriculum experiences that enable them to develop the skills, knowledge and attitudes to make well informed and realistic decisions about their future lives and careers. The main curriculum subjects that support choices are:

- Careers education & guidance,
- Work Related and Enterprise Learning
- PSHE,
- Citizenship

Guidance will be available to schools and colleges in the Norfolk publication '*Personal Development in the Curriculum*' published by Childrens Services Advisory Service and Connexions Norfolk during the Autumn Term 2006.

Young people in Year 7 (aged 11/12)

FROM SCHOOL	FROM CONNEXIONS	OTHER AGENCIES
	One-to-one	
<p>Curriculum programmes that support young people, including:</p> <ul style="list-style-type: none"> • Careers Education • PSHE • Citizenship <p>Advice and Guidance support including:</p> <ul style="list-style-type: none"> • Induction and pastoral support for Year 6 transfers • Learning and additional needs targeted support • Reviewing learning styles and skills • Start <i>Progress Files</i>/Individual Learning Planning • Target setting and progress reviews with young people • for learning • Assessments to identify specific needs e.g. under-achievers; Gifted & talented etc. • Referral to appropriate service providers • Support for temporarily and permanently excluded young people <p>Liaison and reporting to parents/carers</p>	<p>Information, advice and guidance</p> <p>IAG for specific needs - on referral, e.g.</p> <ul style="list-style-type: none"> • SEN, • Temporary and permanently excluded • Truancy support <p>Connexions Direct - Confidential phone/on-line information and advice service</p> <p>Information Access to the Connexions Norfolk website</p>	<p>Support, guidance and pastoral support for Year 6 transfers from local agencies including:</p> <ul style="list-style-type: none"> - Partners in CYPP - LA advisory teams - Police/travel to school arrangements - Extended school partners - Children's Fund IAG support - Voluntary organisations

Young people in Year 8 (aged 12-13)

FROM SCHOOL	FROM CONNEXIONS		OTHER AGENCIES
	One-to-one	In a group...	
<p>Curriculum programmes</p> <ul style="list-style-type: none"> • Careers Education • PSHE • Citizenship <p>Subjects covered may include:</p> <ul style="list-style-type: none"> • Relationships • Challenging stereotyping • Rights & responsibilities • Accessing information • Information on labour market • Roles at home and work • Sexual health • Qualifications & choices 14-19 <p>Advice and guidance support</p> <ul style="list-style-type: none"> • Induction and pastoral support* (for Y7 transfer). • Learning and additional needs support • Reviewing learning styles and skills • <i>Progress File</i>/Individual Learning Planning • Progress reviews & target setting • Assessments to identify specific needs • Referral to appropriate service providers • Support for temporarily and permanently excluded young people • Case Conferences <p>Liaison and reporting to parents/carers</p>	<p>Information, advice and guidance</p> <p>Individual IAG and support for young people through:</p> <ul style="list-style-type: none"> ▪ self referral ▪ drop-in <p>Referral by school for targeted young people inc.</p> <ul style="list-style-type: none"> • SEN, • Temporary and permanently excluded • Truancy support <p>From Year 8 Connexions will use the APIR/CAF assessment framework to identify:</p> <ul style="list-style-type: none"> • The needs of individual young people • Additional support from Connexions Services and partners • SEN support <p>Information</p> <p>Access to the Connexions Norfolk website & JON 14-19 Prospectus</p> <p>Access to:</p> <p>Connexions Direct confidential phone/on-line information and advice service</p>	<p>For all: An 'Introduction to Connexions/Every Child Matters'</p> <p>Other group sessions may include:</p> <ul style="list-style-type: none"> • Personal development • Self esteem • Recognising and overcoming stereotyping • Researching - information and partial/impartial sources • Interest inventories • Overcoming barriers to progress • Planning for your options and pathways in KS4 • Introduction to the Connexions Norfolk website • Other sessions to support school delivery of CEG National Framework, PSHE, WRL or Citizenship <p>PA attendance at Parents events</p>	<p>Support, guidance and pastoral support from local agencies including:</p> <ul style="list-style-type: none"> - Partners in CYPP - LA advisory and support teams - NHS health information, advice and medical support services - Other Extended school partners <p>Referral to specialist agencies for counselling/support</p> <p>Positive activities for eligible/ targeted young people e.g. Aimhigher</p>

Young people in Year 9 (aged 13-14)

FROM SCHOOL	FROM CONNEXIONS		OTHER AGENCIES
	One-to-one	In a group...	
<p>Curriculum programmes:</p> <ul style="list-style-type: none"> • Careers Education • PSHE • Citizenship <p>Information</p> <ul style="list-style-type: none"> ▪ Access to and support to use Connexions Information Point/Careers Library ▪ Support for use of <i>Which Way Now</i>, Year 9 Guide and JON 14-19 area-wide prospectus <p>Advice and guidance support</p> <ul style="list-style-type: none"> • IEPs and SEN Transition review in Year 9 • <i>Progress File</i>, Key Stage 3 Review and 14-19 Individual Learning Plan • Support and planning with curriculum choices for Key Stage 4 • Identification of young people for alternative curriculum in KS4 • Identification and referral of young people who need additional support • Mentoring <p>Parents/Carers 'Options'/Pathways events</p>	<p>Information, advice and guidance (through referral and drop-in)</p> <ul style="list-style-type: none"> • Issues relating to health, personal development, well-being, leisure activities; Relationships • Choices of options in KS4/14-19 pathways • General topics e.g. – summer/leisure activities, support organisations etc <p>Sustained guidance and support to:</p> <ul style="list-style-type: none"> • Those who have specific needs or are experiencing barriers to learning and progression • Those opting for KS4 courses which will need out-of-school provision / flexible curriculum • Young people with statements of SEN including transition review and produce a 'Moving on' plan for their transition review <p>Information: <i>Which Way Now</i> Year 9 Choices publication Access to Connexions Norfolk website & JON 14-19 prospectus</p> <p>Access to: Confidential IA services provided by Connexions Direct</p>	<p>For all: Group session on '14-19 pathways and choices in KS4'</p> <p>Other group sessions may include:</p> <ul style="list-style-type: none"> • How to make a decision; Subject/job links; 14-19 planning; Choosing vocational education courses; Coping with work at college • Researching - information and partial/impartial sources; Interest inventories • Subject choices for Key Stage 4 • Overcoming barriers to progress; Recognising and overcoming stereotyping <p>All parents / carers will have access to a Connexions PA at Parents' Evenings to support KS4 Choices</p> <p>Connexions national booklet: <i>A Parents Guide to 14-19 Options and Choices</i></p>	<p>Support, guidance and pastoral support from local agencies including:</p> <ul style="list-style-type: none"> - Partners in CYPP - LA advisory and support teams - NHS health information, advice and medical support services - Extended school partners - Colleges, employers and work based learning providers about vocational opportunities in Key Stage 4 <p>Specialist advice and counselling on such issues as:</p> <ul style="list-style-type: none"> • Sexual health • Mental health • Drugs and alcohol • Homelessness • Abuse • Sexual exploitation • Parenting • Money <p>Access to:</p> <ul style="list-style-type: none"> • Youth service activities • Visits to colleges, employers and WBL providers <p>Positive activities for targeted/eligible young people e.g. Aimhigher Activities</p>

Young people in Year 10 (aged 15)

FROM SCHOOL	FROM CONNEXIONS		FROM OTHER AGENCIES
	One-to-one	In a group...	
<p>Curriculum programmes</p> <ul style="list-style-type: none"> • Careers Education & guidance • PHSE • Citizenship • Work experience • Work related Learning • Enterprise learning <p>Information</p> <ul style="list-style-type: none"> ▪ Access to and support to use Connexions Information Point/ Careers Library ▪ Support for use of software & websites e.g. 14-19 Prospectus, Kudos, CID, Higher Ideas <p>Advice and Guidance</p> <ul style="list-style-type: none"> • Tutor support with post-16 choices • Support for work experience • IEPs and SEN reviews • Learning Support • Behaviour and truancy support programmes • Continuation of 'looked after' review process • Progress File, 14-19 Individual Learning Planning • Review of young peoples' progress • Identification and referral of young people needing additional support • Mentoring support for young people inc. targeted • Support for Aim Higher and Gifted & Talented young people <p>Parents/Carers events on Options at 16+ or Work experience</p>	<p>Information, advice and guidance (through self referral and drop-in)</p> <ul style="list-style-type: none"> • Changing courses or adapting options • Career choice at 16/18+ • Work experience • Choosing qualifications • Health, relationships & well being • Personal, social and emotional issues • Part time work, community work, leisure activities and volunteering <p>Sustained guidance and support for:</p> <ul style="list-style-type: none"> • Those who have specific needs or are experiencing barriers to learning and progression • Re-integration after exclusion • PA attendance at SEN reviews • PA attendance at 'Looked After' reviews • Referral for specialist advice & guidance <p>Information</p> <ul style="list-style-type: none"> • Norfolk Work Experience Journal • Connexions Norfolk website • JON 14-19 opportunities database (14-19) <p>Work Experience placement opportunities</p> <p>Access to:</p> <ul style="list-style-type: none"> • Connexions Direct IA services • Connexions Centre 	<p>Group sessions might include:</p> <ul style="list-style-type: none"> • Programme of activities to review and support KS4 choices and progression planning • Options at 16+; Choosing /preparing/de-briefing work experience; Understanding qualifications; Decision-making skills; Using career inventories/software e.g. KUDOS, Fast Tomato; Supporting delivery of CEG modules e.g. Be Real Game • Personal development ; health issues; recognising and overcoming stereotyping • Working with Connexions to participate in design / evaluation / governance • Support to access ICT based resources inc. software and the internet inc. CNXS website & JON Database <p>Access to:</p> <ul style="list-style-type: none"> ▪ Move On Up Year 10 Conference ▪ Open days/evenings in Connexions centres <p>All parents / carers will have access to a Connexions PA at Parents' Evenings</p>	<p>Curriculum programmes for many young people:</p> <ul style="list-style-type: none"> - 14-16 Vocational programmes with colleges, WBL providers, employers e.g. Increased Flexibility Programme - KS4 Re-engagement programmes <p>Support , guidance and pastoral support from local agencies including:</p> <ul style="list-style-type: none"> - Partners in CYPP - LA advisory/support teams - NHS health information, advice and medical support services - Extended school partners <p>Specialist advice & guidance on such issues as:</p> <ul style="list-style-type: none"> • Sexual health • Mental health • Drugs and alcohol • Homelessness • Abuse • Sexual exploitation • Parenting <p>For some:</p> <ul style="list-style-type: none"> • Youth service activities • Positive Activities For Young People • Exchange activities • Aimhigher activities • Visits to colleges, employers and WBL providers

Young people in Year 11 (aged 16)

FROM SCHOOL/COLLEGE	FROM CONNEXIONS		FROM OTHER AGENCIES
	One-to-one	In a group...	
<p>Curriculum programmes:</p> <ul style="list-style-type: none"> • Careers Education • PHSE • Citizenship • Work experience • Work related Learning • Enterprise learning • Individually tailored learning programmes for those who need it <p>Information</p> <ul style="list-style-type: none"> ▪ Access to Connexions Information Point/Careers Library ▪ Support for use of software & websites e.g. 14-19 prospectus, Kudos, Higher Ideas etc ▪ Support use of <i>Your Next Move</i> and <i>Its Your Choice</i> publications ▪ Access to EMA information ▪ Information of students destinations <p>Advice and guidance</p> <ul style="list-style-type: none"> • Support with options choices at 16+ • IEPs and SEN reviews inc. Section 140 assessments • Support with EMA applications • Learning Support • Behaviour and truancy support • Progress File, 14-19 Individual Learning Planning • Review of progress • Identification and referral of young people with specific needs • Mentoring for young people inc. targeted support <p>Parents/Carers events on Options at 16+ or Work experience</p>	<p>Information, advice & guidance (through self referral and drop-in)</p> <ul style="list-style-type: none"> • Career choices post-16 • Job applications & Interviews • Support complete EMAs & benefits • General issues relating to health, well-being, relationships • Volunteering & leisure activities • Adjustments following 'mock' exams • Access to a PA post- exams & over summer <p>Sustained guidance and support for those who:</p> <ul style="list-style-type: none"> • Have specific needs or are experiencing barriers to learning and progression • Have with statements of SEN post-16 Leavers Plans; completion of travel assessment for some • Need liaison with school regarding individually tailored learning programmes • Need specialist job search and advocacy with WBL providers • Require preparation for E2E • Need a personalised programme of activities to support post-16 transition <p>Information</p> <ul style="list-style-type: none"> • ICT based resources • Connexions centre • Connexions Norfolk website & JON 14-19 Database • <i>Your Next Move</i> information booklet <p>Access to: Job Vacancies Connexions Direct confidential IA services</p>	<p>For all: Group session on 'Options at 16+'</p> <p>Other group sessions might include:</p> <ul style="list-style-type: none"> • Programme of activities to support post-16 choices and transition • Planning and preparing for college • Job search/applications • Interview / presentation skills • Planning and preparation for work • Higher Education and beyond • Occupational choice • Personal Planning • Work / life balance planning • Managing money • Time management • Results day - what to do with unexpected results • Completing Education Maintenance Allowance applications <p>Parents / carers have access to a Cnxs PA at Parents' Evenings</p>	<p>Curriculum programmes for many young people:</p> <ul style="list-style-type: none"> - 14-16 Vocational programmes with colleges, WBL providers, employers e.g. Increased Flexibility Programme - KS4 Re-engagement programmes <p>Support , guidance and pastoral support from local agencies including:</p> <ul style="list-style-type: none"> - Partners in CYPP - LA advisory/support teams - NHS health information, advice and medical support services - Extended school partners <p>Specialist advice & counselling on such issues as:</p> <ul style="list-style-type: none"> • Sexual health • Mental health • Drugs and alcohol • Housing rights; Homelessness • Abuse • Sexual exploitation • Parenting <p>For some</p> <ul style="list-style-type: none"> • Youth service activities • Aimhigher activities • Positive Activities For Young People • Exchange activities • Volunteering • Support from organisations like Prince's Trust - Development grants - Clothes for interviews - Task force

Young people aged 16-19 and in further education

FROM SCHOOL OR COLLEGE	FROM CONNEXIONS		FROM OTHER AGENCIES
	One-to-one	In a group...	
<p>Curriculum programmes</p> <ul style="list-style-type: none"> • Careers & Higher Education preparation inc. visits/events • Personal and Social development/ enrichment programmes • Citizenship education • Personal Finance education • Work Related learning and work experience • Enrichment activities <p>Information</p> <ul style="list-style-type: none"> ▪ Access to information in Connexions Information Point/Young people Information Centre ▪ Support for use of Now @18+ publication ▪ Support for use of software e.g. Kudos, Higher Ideas, Course Discover, UCAS database <p>Advice and Guidance:</p> <ul style="list-style-type: none"> • Support with choices and applications at 17+ and 18+ • Support with finance e.g. EMAs • Induction and on-going tutor reviews • Transition and Learning Support • Learning/Basic skills support • Welfare and pastoral support • <i>Progress File</i>, 14-19 Individual Learning Planning • Identification and referral of young people 'at risk' of dropping out • Mentoring for targeted young people <p>Parents/Carers events on Options at 18+/Higher Education</p>	<p>Information, advice and guidance</p> <ul style="list-style-type: none"> • Careers advice and guidance; Job applications; Interviews; Financial support, e.g. EMA; Support and advocacy to those entering the job market; Higher Education application support; Finance and sponsorship • Issues relating to health, well-being, relationships, leisure activities • Gap year and volunteering <p>Sustained additional guidance and support to those who:</p> <ul style="list-style-type: none"> • Have already been identified as needing additional support in FE • Are on pre-entry or entry-level courses • Are struggling with attendance or attainment on courses • Have no obvious progression route • Have specific needs <p>Information</p> <ul style="list-style-type: none"> • ICT based resources in CNXS centres • Labour market information • Connexions centres • Connexions Norfolk website & JON 14-19 Prospectus • <i>Now 18+</i> pack <p>Access to</p> <ul style="list-style-type: none"> • Connexions Direct confidential advice line • Job Vacancies 	<p>An 'Introduction to Connexions services in your place of learning'.</p> <p>Other group sessions may include:</p> <ul style="list-style-type: none"> • Career planning • Job/course search • UCAS/Higher Education Application; • Interview / presentation skills • Access to information materials; • Progression in vocational areas; • Work experience; Part-time working • Voluntary work • Working with Connexions to participate in design / evaluation / governance • Gap year <p>Access to:</p> <ul style="list-style-type: none"> • Higher Education Convention <p>Parents / carers will have access to a Cnxs PA at Parents' events and consultations</p>	<p>Access to: NHS health information, advice and medical support services</p> <p>For some</p> <ul style="list-style-type: none"> • Youth service activities • Aimhigher activities • Positive Activities For Young People • Volunteering <p>Specialist advice on such issues as:</p> <ul style="list-style-type: none"> • Sexual health • Mental health • Drugs and alcohol • Housing rights • Homelessness • Abuse • Sexual exploitation • Parenting • Finance <p>etc</p>

Young people in learning with additional needs (aged 16-25)

FROM LEARNING PROVIDER	FROM CONNEXIONS		FROM OTHER AGENCIES
	One-to-one	In a group...	
<p>Curriculum programmes:</p> <ul style="list-style-type: none"> • Careers Education • Opportunity awareness and work related learning • Personal development/Life skills programme activities • Residential experiences • Work Experiences • Community experience • Individually tailored learning programmes • Support for young people and parents/carers regarding funding <p>Information</p> <ul style="list-style-type: none"> ▪ Access to Careers and Connexions Information /Careers information <p>Advice and guidance</p> <ul style="list-style-type: none"> • Counselling and support • Progress reviews inc. case conferences • Inter-agency working • Learning Support programmes • Progress File • Support with career/future choices and applications • Identification of needs, advocacy and referral for specific personal, social, emotional, health issues • Mentoring support • Support with finance, benefits and transport <p>Parents/Carers liaison and events inc. home visits and on-going support at 18+</p>	<p>Information, advice & guidance</p> <ul style="list-style-type: none"> • Attendance at leavers reviews • Support on designated College courses • Referral & advocacy support • Job applications & Interviews • Support and advocacy to those entering the job market • Help to establish contact with people who can offer guidance after 25th birthday • Advice and support to make a positive transition into education, employment or training opportunities <p>For clients in out of County institutions (currently under review):</p> <ul style="list-style-type: none"> ▪ Contact with school/college PAs and information exchange ▪ Contacts with clients & parents during holidays ▪ Attendance at reviews ▪ Contact with other agencies <p>Sustained additional guidance and support to those who:</p> <ul style="list-style-type: none"> • Progress is taking longer due to LDD • Are disabled and have an acquired disability, a worsening condition, or a breakdown of their placement <p>Access to: Appropriate job and training vacancies</p> <p>Parents / carers will have access to a PA through consultations inc. <i>Future Choices</i> events</p>	<p>Currently under review in County</p> <p>PA-led group sessions may include:</p> <ul style="list-style-type: none"> • Choices • Moving On - transition • Planning and preparing for college • Job search/applications • Interview / presentation skills • Independent living • Managing money • Benefits <p>etc</p> <p>Supported group visits to opportunity providers</p> <p>Events</p> <p>Via schools, access to: <i>Transition Teams</i> Group projects <i>Future Choices</i> LDD Activity Event</p>	<p>Support , guidance and pastoral support from local agencies including:</p> <ul style="list-style-type: none"> - Partners in CYPP - LA advisory and support teams - Adult social services acting as a broker to specialist advice and support - NHS health information, advice and medical support services <p>Specialist advice on such issues as:</p> <ul style="list-style-type: none"> • Sexual health • Mental health • Drugs and alcohol • Housing rights • Homelessness • Abuse • Sexual exploitation • Parenting • Independent living <p>Positive activities including:</p> <ul style="list-style-type: none"> • Work Placements • College/workplace visits • Community projects • Volunteering

Young people aged 16-19 and Not in Education, Employment or Training (NEET)

FROM CONNEXIONS

Sustained additional support from a PA with at least monthly contacts

- Support and encouragement to participate in learning
- Access to information on opportunities and options
- Continued use of APIR to identify strengths and needs
- Support to access other specialist services as appropriate
- Advocacy with learning providers and potential employers
- Information and support to secure EMA funding
- Intensive job search and job preparation including support for CVs, applications and interviews
- Personal development and volunteering opportunities e.g. Youth Achievement Awards, Duke of Edinburgh, Millennium Volunteers.
- Access to volunteering opportunities
- Preparation for e2e

For young people requiring intensive support - access to:

- On-going personal support
- Counselling
- Assessment planning implementation and review processes and tools
- Assessment frameworks
- Advocacy
- Referral

Access to:

- Job and training vacancies
- Connexions Direct
- Connexions Centre
- Careers/Job Fairs

Information

- Information publications/website etc
- ICT based resources

FROM OTHER AGENCIES

Access to:

- Positive Activities for Young People (PAYP)
- Time to Decide for targeted/eligible young people
- NHS health information, advice and medical support services
- Youth service support
- Information and tasters from FE/WBL providers
- Volunteering

Specialist advice and guidance on such issues as:

- Sexual health
- Mental health
- Drugs and alcohol
- Housing rights
- Homelessness
- Abuse
- Sexual exploitation
- Parenting

Young people aged 16-19 in work based training

FROM WORK BASED LEARNING PROVIDERS	FROM CONNEXIONS		FROM OTHER AGENCIES
	One-to-one	In a group...	
<p>Curriculum programmes</p> <ul style="list-style-type: none"> • Careers Education and personal development activities to promote job search and employability inc. CVs, applications and interviews • Personal and social development activities <p>Information</p> <ul style="list-style-type: none"> ▪ Access to information in Connexions Information Point ▪ Support for use of careers information publications and websites ▪ Information about progression to Level 3 training opportunities <p>Advice and Guidance:</p> <ul style="list-style-type: none"> • Support with choices and applications at 17+ and 18+ including from Level ½ to level 3 • Support with finance e.g. EMAs, UCAS applications • Induction and on-going reviews • Learning and basic skills Support • Personal welfare • Individual Learning Planning • Identification and referral of young people 'at risk' of dropping out • Mentoring for targeted young people • Support to access funds and development opportunities • Support for job search inc. CVs, applications and interviews 	<p>Information, advice & guidance</p> <ul style="list-style-type: none"> • Careers advice and guidance • Job applications • Interviews • Financial support, e.g. EMA • Support and advocacy to those entering the job market • Higher Education application support • Personal, social and emotional issues relating to health, well-being, leisure activities • Volunteering • Relationships <p>Sustained guidance and support to those:</p> <ul style="list-style-type: none"> • Already identified as 'vulnerable' • With SEN • On pre-entry or entry-level courses • Who are struggling with attendance or attainment on courses or placements • Have no obvious progression route with placement/employer <p>Information</p> <p>Connexions Centre information inc. software CNXS website and JON 14-19 database</p> <p>Access to:</p> <ul style="list-style-type: none"> ▪ Job Vacancies ▪ Connexions Centre ▪ Connexions Direct 	<p>Group sessions such as:</p> <ul style="list-style-type: none"> • Applying for education, employment or further training • Financial skills and money management • Job vacancies 	<p>Access to:</p> <ul style="list-style-type: none"> • NHS health information, advice and medical support services • Volunteering • Youth service activities • Aimhigher activities • For young people over 18/19 access to Job Centre and Learn Direct <p>Specialist advice and guidance on such issues as:</p> <ul style="list-style-type: none"> • Sexual health • Mental health • Drugs and alcohol • Housing rights • Homelessness • Parenting

Young people aged 18/ 19 in Higher Education

FROM HIGHER EDUCATION	FROM CONNEXIONS		FROM OTHER AGENCIES
	One-to-one	In a group...	
<p>Curriculum inputs</p> <ul style="list-style-type: none"> • Careers Education & Guidance Workshops • Work experiences <p>Information</p> <ul style="list-style-type: none"> ▪ Access to careers library inc. ICT e.g. Gradscope <p>Advice & guidance support</p> <ul style="list-style-type: none"> • Tutorial support • Access to HE Careers Advisory Service for careers information, advice & guidance • Welfare support • Counselling • Financial information • Young people with SEN • Mentoring 	<p>Information, advice and guidance on self referral, in Connexions Centres</p> <ul style="list-style-type: none"> • Course changers/leavers • Job vacancies • Financial support inc. benefits • Referral to IAG for students outside age range <p>Access to:</p> <p>Connexions Direct</p>		<p>Access to:</p> <ul style="list-style-type: none"> • NHS health information, advice and medical support services • Volunteering • Job Centre Plus • Learn Direct • Adult IAG services <p>Specialist advice in the community on such issues as:</p> <ul style="list-style-type: none"> • Sexual Health • Mental Health • Drugs and alcohol • Housing rights • Homelessness • Parenting

Section 4

Institutional audit for Information, Advice and Guidance (IAG)

MANAGING INFORMATION, ADVICE AND GUIDANCE	In place?		Priorities for development		
	Yes	No	This year	Next year	2-3 years
<ul style="list-style-type: none"> • Is the delivery and development of information, advice and guidance managed and co-ordinated within the institution and across the 14-19 Partnership? • Does the institution have a member of senior staff with responsibility for the management of IAG? • Does the institution have a policy and development plan for IAG which includes protocols for confidentiality, information exchange and referral? • Does the institution have an inter-agency Student Support Team or 'Guidance Forum' to co-ordinate IAG? • Are young people, staff and parents/carers aware of the students' entitlement to IAG? • Are academic and pastoral IAG systems, processes and documentation integrated to support learning and progression? • Are student monitoring/tracking systems, information exchange and referral systems agreed and co-ordinated between the school/college/WBL provider and partner agencies? • Are school/college/WBL staff and helpers trained and supported to carry out their advice and guidance roles? • Are the outcomes of advice and guidance sessions recorded and stored to ensure the confidentiality of young people? • Are information, advice and guidance processes reviewed and evaluated by young people and adult contributors? 					

INFORMATION PROVISION	In place?		Priorities for development		
	Yes	No	This year	Next year	2-3 years
<p>Do <u>all</u> young people have access to high quality information that:</p> <ul style="list-style-type: none"> • Covers the full range of issues and opportunities in the Connexions Information Resource Centre (CRCI) index including: <ul style="list-style-type: none"> ○ Learning – education and training? ○ Work? ○ Health and personal welfare? ○ Volunteering? ○ Sports & leisure activities? ○ Rights, entitlements and responsibilities? ○ Money. Benefits and transport? ○ Sources of information, advice, guidance and support? • Supports choices and pathways for progression for young people aged 11-19+ including through the 14-19 Prospectus? • Provides details of all relevant opportunities and choices available locally and across the County in: <ul style="list-style-type: none"> ○ Further Education Colleges and 6th Form Colleges? ○ 6th Forms? ○ Work based Learning? ○ Higher Education? ○ Employment? • Is information made available at key points of progression when important career decisions have to be made: <ul style="list-style-type: none"> ○ At 13/14+? ○ 16+? ○ 17/18+? ○ Up to 25 for young people with LDD? <p style="text-align: right;">(Cont'd)</p>					

INFORMATION PROVISION (cont/d...)	In place?		Priorities for development		
	Yes	No	This year	Next year	2-3 years
<ul style="list-style-type: none"> • Do information materials promote: <ul style="list-style-type: none"> - equality of opportunity and challenge stereotypes? - equally positive images of achievement and progression through both academic and vocational pathways? - health and personal well-being? • Is information provision: <ul style="list-style-type: none"> - Up to date, accurate, relevant and comprehensive? - Easily accessible for all levels of ability and need? - Clearly produced and in formats and language readily understandable to all users? - Supported through taught careers education and PSHE activities? - Available for parents/carers at 14+, 16+ and 18+? - Consulted and evaluated with young people to ensure it meets their needs? 					

ADVICE	In place?		Priorities for development		
	Yes	No	This year	Next year	2-3 years
<p>Entitlement</p> <ul style="list-style-type: none"> Do all young people receive at least one personal review discussion each year from Years 7-13+? <p>Does advice enable young people to:</p> <ul style="list-style-type: none"> Develop, review and maintain 14-19 Individual Learning Plans (ILPs)? Understand their progress, achievements and likely potential in their learning and opportunities for progression? Establish and review goals and targets? Have high aspirations and expectations of themselves? Engage positively with their learning and development? Understand their choices and pathways for progression through the 14-19 phase and in particular at key points of transition at: <ul style="list-style-type: none"> 14+? 16+? 18/19+? Engage with the processes for applications, interviews, finance, transport (inc. EMAs, UCAS etc)? Know where and how to seek professional guidance and how to use sources of information including publications, software, web? <p>Is advice provision:</p> <ul style="list-style-type: none"> Impartial? On-going and progressive across the 11-19 age range? Delivered by individuals who are trained and have time allocated for one-to-one work? Integrated with the personal development curriculum? Delivered through a partnership of adults and young people in the school/college and from the community? 					

GUIDANCE	In place?		Priorities for development		
	Yes	No	This year	Next year	2-3 years
<p>Does guidance provision enable young people to:</p> <ul style="list-style-type: none"> • Address and overcome barriers to their participation and progression in learning and achievements? • Address personal, social, emotional and health related issues and develop strategies for their health and well-being? • Make well informed and realistic decisions about their future plans, choices and pathways? • Challenge stereotypes and promotes aspirations and engagement with learning? • Take responsibility for their plans, actions, choices and development? <p>Is guidance provision:</p> <ul style="list-style-type: none"> • Impartial and student-centred (i.e. focusing on the needs, wishes, interests and aspirations of the young person)? • Available to young people on: <ul style="list-style-type: none"> ○ Self referral? ○ Institutional referral? • Available to young people when they need it and in particular when they are experiencing: <ul style="list-style-type: none"> ○ Personal issues? ○ Significant barriers to their participation in learning and progression? • At key points of transition when important decisions have to be made? • Accessible to parents/carers? • Delivered by individuals who are trained and competent to provide guidance? 					

CURRICULUM	In place?		Priorities for development		
	Yes	No	This year	Next year	2-3 years
<ul style="list-style-type: none"> Do all young people have a curriculum entitlement to careers education & guidance, PSHE, Citizenship and Work Related learning to support their personal development? <p>Do these personal development curriculum programmes enable young people to develop the skills, knowledge and attitudes to:</p> <ul style="list-style-type: none"> Make well informed and realistic choices about their future lives and pathways in learning, work and adult life? Become autonomous, responsible and employable young adults? Respect themselves and others? Understand their needs, interests, aspirations and potential? Have high aspirations and be engaged with learning? Understand and overcome barriers to their learning, development and progression? Become informed and skilled users of sources IAG? Challenge stereotypical views and actions? Understand their choices, opportunities and pathways for progression through the 14-19 phase and in particular at key points of transition at 14+, 16+ and 18/19+ Manage processes for applications, interviews, finance, transport (inc. EMAs, UCAS applications)? Make, implement and review their Individual Learning Plans? Confidently manage changes and transitions in their lives? 					

Section 5: Glossary of acronyms

APIR	Assessment Planning Implementation & Review	KS3	Key Stage 3 (Years 7-9, young people aged 11-14)
CAF	Common Assessment Framework	KS4	Key Stage 4 (years 10 & 11, young people aged 14-16)
CEG	Careers Education & Guidance	KUDOS	Careers research and choices database
CRCI	Connexions Resource Centre Index	LA	Local Authority
CYPP	Children & Young People's Plan	LDD	Learning Difficulties and Disabilities
DfES	Department for Education & Skills	LMI	Labour Market Information
E2e	Entry to Employment	NHS	National Health Service
ECM	Every Child Matters	NHSS	National Healthy Schools Standard
EMA	Educational Maintenance Allowance	PA	Personal Adviser
FE	Further Education	PSHE	Personal, Social & Health Education
IAG	Information, Advice and Guidance	REC	Race Equality Council
ICT	Information and Communications Technology	SEN	Special Educational Needs
IEP	Individual Education Plan	UCAS	University and Colleges Admissions Service
ILP	Individual Learning Planning/Plans	WBL	Work Based Learning
JON	Job Opportunities Network	WRL	Work Related Learning