



INFORMATION, ADVICE AND GUIDANCE POLICY

2026-2027

SECTION 1: CONTEXT

1.1 The purpose of this Policy is to:

- Uphold Green Labyrinth's mission statement "Empowering Learning, Transforming Lives" for learner IAG
- Provide clear guidelines to staff, learners, parents, carers and employers on Green Labyrinth's IAG intent, implementation and impact

1.2 Green Labyrinth recognises that high-quality Information, Advice and Guidance supports learner achievement, personal development, wellbeing, progression and preparation for adulthood. IAG will be inclusive, impartial and responsive to individual learner needs.

SECTION 2: STATUS

2.1 This policy was approved by the Senior Leadership Team in August 2026.

2.2 The Information, Advice and Guidance Policy links to the following:

- Learner Agreement
- Our Charter
- Learner Behaviour Policy
- Learner Attendance Policy
- Safeguarding Policy
- SEND Policy

SECTION 3: DEFINITIONS

3.1 Information is facts or knowledge. It can be imparted by inexperienced people or can be found by individual undertaking independent research. Information is not opinion and can normally be relied on to be true. Information enquiries/meetings will usually be a one off and are likely not to be reviewed.

3.2 Advice is a recommendation based on the information received from a client. People who give advice are likely to have more experience and can give a recommendation based on their experience and knowledge. Advice contains more judgement in comparison to information as it is dependent on the giver's opinion. It is



imperative to listen to a client's needs to match the advice accordingly. Advice enquiries/meetings will usually be a one off and are likely not to be reviewed.

3.3 Guidance is defined as giving direction and supporting a client to a desired end goal. In contrast to Information and Advice, Guidance is more long-term and generally takes place over multiple meetings. Meeting actions & outcomes will be reviewed to ensure the client's needs have been met. Green Labyrinth have an independent Level 6 Careers Advisor for 1:1s with learners who will track learners' career aspirations, interests and employability interactions.

3.4 There is no universally agreed international definition of the youth age group. For statistical purposes, however, the United Nations – without prejudice to any other definitions made by Member States – defines 'youth' as those persons between the ages of 15 and 24 years.

3.5 Green Labyrinth recognises that learners may require differing levels of support to access Information, Advice and Guidance. Reasonable adjustments, SEND support and alternative communication methods will be considered where appropriate.

SECTION 4: INTENT

4.1 Green Labyrinth promotes the value of learning and will provide current learners with Information, Advice and Guidance to support them in their choice for future employment, study and/or training. Information, Advice and Guidance will be available throughout a learner's time on roll with Green Labyrinth.

4.2 We endeavor to apply the following principles to our IAG offer to Green Labyrinth learners:

Accessibility and Visibility - we aim to provide recognised and trusted IAG services which are publicised, signposted and made available to all learners at times and venues which suit their needs.

Professional and Knowledgeable - our staff aim to have the ability to quickly and effectively identify learners' needs and signpost or refer them to suitable alternative services. Staff directly involved with IAG will stay informed on IAG policy and guidance and disseminate opportunities for relevant CPD available to the team.

Safeguarding and Inclusion – learners will be supported to make safe, informed and ambitious decisions that take account of their aspirations, wellbeing and individual circumstances.

Effective connections – where learners are signposted to suitable alternative services, we aim to support them in that transition.

Availability, Quality and Delivery – our IAG services are targeted to the needs of our learners. IAG interventions are recorded and audited to ensure quality. As a team, we intend to provide appropriate Information, Advice and Guidance to all learners within a reasonable timeframe.

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Diversity – we recognise the individuality of our learners and provide a range of services to reflect this.

Impartial – our IAG services aim to support learners to make informed choices on their options and progression routes, based on their needs, interests and circumstances.

Responsive – our IAG services aim to reflect the present and future needs of our learners and the Local Labour Market demands.

Friendly and welcoming – we aim to provide services which encourage the learner to successfully engage with us.

Enabling – our IAG services aim to engage and support learners in becoming lifelong learners, allowing them to explore and plan their careers through access to and use of reliable and robust information.

SECTION 5: IMPLEMENTATION

Green Labyrinth will:

- ensure that staff are kept informed and trained on the curriculum offer and any associated products
- ensure learners understand the full range of education, training, apprenticeship, supported internship and employment opportunities available to them
- ensure that marketing and publicity materials are representative, accurate and updated as necessary during the year
- attend Open Evenings and other events in order to offer guidance services to potential learners and their parents / guardians
- ensure sufficient and appropriate representation in local schools to offer pre-entry Information and advice

5.1 Initial IAG

The Transitions team will:

- provide transparent information on Green Labyrinth's offer to potential learners and relevant keyworkers
- offer an on-site visit for potential learners to be able to make an informed decision about applying to Green Labyrinth
- explain the expectations of Green Labyrinth learners
- advise potential learners and their parents/carers of alternative programmes which may also be suitable
- liaise with referrers on the status of applications
- adhere to statutory requirements for learners with an EHCP

5.2: General IAG

Green Labyrinth staff will:

- provide informal, relevant and appropriate conversations linked to learner interests and an employability-based curriculum
- use opportunities in the classroom for IAG including; job quizzes, job research, and exploring local job opportunities
- signpost and promote local open evenings and recruitment fairs in lessons, career and tutorial drop-down days and the learner break areas
- promote Local Labour Market Information (LMI) where appropriate
- share information and events internally between different projects
- cover learner's wellbeing, progress and career plans for the short and long-term in mentor meetings
- encourage learners to apply their vocational work to a career which interests them so they can use relevant classwork in their job applications
- all staff can refer to [Learner Signposts document](#) which is being continually updated

5.3: Specific/Targeted IAG

The Careers Team will:

- provide access to impartial careers guidance through an independent qualified Level 6 Careers Advisor
- put learners forward for a work placement in an industry of their choice, if deemed appropriate, as part of their Study Programme
- apply for vocational funding to support eligible learners in accessing the equipment, skills and experience they need to progress, for example a laptop, or additional vocational course
- support learners to engage with employers, training providers, apprenticeship providers and further education opportunities through events, visits and guest speakers
- support learners with applications, CVs, personal statements, interviews and progression planning
- plan and lead on 5 drop-down days in the academic year which involve employability workshops, employer-led sessions and workplace visits. Skills from the [Skills Builder Framework](#) will be used as a basis for these:



SECTION 6: IMPACT

To measure and improve the quality and impact of Information, Advice and Guidance, Green Labyrinth will use various sources such as:

- Destination data
- Learner progression data
- Event feedback
- IAG observations
- Staff Feedback
- Learner feedback
- Self-Assessment (linked to Matrix when appropriate)
- Feedback from partners and other organisations
- Include IAG as an agenda in departmental meetings

SECTION 7: MONITORING

7.1 This policy will be monitored by the Senior Leadership Team. The quality, accessibility and impact of IAG provision will be reviewed regularly through learner feedback, destination data, quality assurance activities and self-assessment.

SECTION 8: REVIEW

- 8.1 The policy will be reviewed annually.
- 8.2 The next date of review will be August 2027.
- 8.3 Subsequent Reviews:

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Reviewer	Review Date	Amendments Yes/No	Amendments Approved & Date
R. Katatic	15/08/2025	Yes	Replacement of weekly tutorials and careers sessions with drop-down days. Addition of initial IAG for potential learners.
R. Katatic	07/09/2025	Yes	Removal of tutor group reflections
E. Gallagher	19/08/2026	Yes	Updated for Ofsted, DfE, Gatsby Benchmark, SEND, safeguarding and progression requirements.

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