



Rainbow Horses

Learning Centre CIC

Equine Assisted Therapeutic Learning for Autistic Children and Those with Trauma

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7493737

Community Interest Company

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Information, Advice and Guidance Policy

Rainbow Horses aims to help all learners fulfil their potential and experience success through a supportive environment, which responds to individual need and stimulates and challenges each and every learner. The processes of informing, advising and guiding learners are seen as crucial in preparing them to make decisions regarding the opportunities and challenges of adult and working life.

For the purposes of this policy 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 — individually, or in groups— written or printed materials, telephone helplines, ICT software, websites and so on
Advice	helping a participant to understand and interpret information providing information and answers to questions clarifying misunderstandings understanding the participants circumstances, abilities and targets advising them on their options or how to go about a given course of action identifying needs and signposting or referring participants who may need more in-depth guidance and support. Advisory work is usually provided on a one-to-one basis but may also be provided in small or class groups.
Guidance	support participants to better understand themselves and their needs confront barriers to understanding, learning and progression 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 referral for specialist guidance and support. This involves more in-depth one-to-one work conducted by staff trained and competent in guidance work this involves the exploration of participants’ circumstances — their ideas, values, needs and beliefs in relation to opportunities or issues that are confronting or confusing them

The need to inform, advise and guide participants are generic processes which take place within many contexts. This policy seeks to describe these processes and to explain their application through the range of curriculum and pastoral support settings within our organisation.

<p>Entitlement</p>	<p>Participants at Rainbow Horses are entitled to receive:</p> <ul style="list-style-type: none"> clear advice and information about all of the options available support and guidance to help them make choices and complete a moving-on plan for the future regular personal support or information on how well they are doing help to decide what to do when they leave Rainbow Horses, including further learning, training or employment the opportunity to be involved in making decisions about things that affect their learning an opportunity to set out a personal action plan / individual learning plan, and an opportunity to learn about the world of work (if applicable)
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The referral system in place is based on an assessment of need. A formal process of assessment takes place at the initial assessment, after which staff are required to collate information from the referral agent and from their knowledge of the participant's aspirations and personal circumstances. This information is recorded and used to develop the guidance programme.

<p>Referral</p>	<p>Staff working with learners may identify the need for support from a specialist, for example a connexions advisor.</p> <p>Participants are always involved in the process of referral. They are informed of the process and their views are sought at all times.</p> <p>Confidentiality should be respected, where this is possible.</p> <p>The referral to specialists is managed by the senior leaders and staff. Following a referral, the member of staff making the referral should ensure that the individual has the support to take any action agreed.</p>
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<p>One-to-one guidance sessions</p>	<p>Participants receive guidance through one-to-one interventions from a range of staff. In-depth guidance on personal, learning and work issues can also be provided by Connexions Information regarding specific careers guidance can be found by signposting to the nearest available resource.</p>
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<p>Individual learning / action planning</p>	<p>The terms Individual Learning Plan (ILP) and Individual Action Plan suggest a completed and conclusive document but this is not its main function. A plan is only useful if it contributes to an ongoing process that culminates at key decision making points to set the basis for discussion and planning. The review provides a summary of progress that informs this discussion and helps set targets and future actions. It is this review and planning process that the plans help to shape. Target setting and review take place through regular scheduled sessions for each individual the frequencies of which depend on the programme and individual need. Where a participant has a statement of special educational needs, and / or disability the reviews and progression planning meetings may be scheduled more frequently and may involve other support staff.</p>
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Personal development within the programmes

Personal development is delivered throughout our work which aim to ensure participants achieve the five outcomes from the Every Child Matters outcomes for young people.

- Enjoy and achieve
- Achieve economic wellbeing
- Staying Healthy
- Staying Safe
- Make a positive contribution

Monitoring, review and evaluation

Positive progression data (destination information) is used to monitor the number of participants who progress into various post-programme opportunities. These factors are taken into consideration when reviewing IAG services.

We ensure that our one-to-one guidance provision meets quality criteria in the same way that other provision does. This is done through a programme of staff observations of delivery conducted by line managers, and through the critical monitoring of documentation relating to referral, initial assessment, review and moving-on.