



## Enterprise4All (North West) Limited

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# INFORMATION, ADVICE AND GUIDANCE (IAG) POLICY

Version 1.2 | June 2026 | Review: June 2027 | Approved: Malin Patel, CEO

## DOCUMENT CONTROL

<b>Document Title</b>	IAG Policy	<b>Version</b>	1.2
<b>Status</b>	Approved	<b>Date Issued</b>	June 2026
<b>Date of Next Review</b>	June 2027	<b>Approved By</b>	Malin Patel, CEO
<b>Policy Owner</b>	Louise Jolly, QA Lead	<b>Related Standards</b>	Matrix Standard 2023; Ofsted EIF; Gatsby Benchmarks
<b>Related Policies</b>	Safeguarding; Equality and Diversity; GDPR; Complaints; Safer Recruitment		

## POLICY STATEMENT OF PURPOSE

Enterprise4All (North West) Limited is committed to providing high-quality, impartial, accurate and accessible Information, Advice and Guidance (IAG) to all current and prospective learners. This policy sets out our approach to IAG delivery across all programmes, including Skills Bootcamps, leadership training, and any other funded provision. IAG is embedded throughout the learner journey from initial enquiry and enrolment through to programme completion and progression into employment, further learning, or other positive destinations. It is a central element of Enterprise4All's quality of education and is subject to ongoing review and improvement.

### 1. Scope and Purpose

This policy applies to all IAG activities delivered by Enterprise4All (North West) Limited across all programmes, including Skills Bootcamps in Digital Skills, AI Product Builder, Digital Marketing, and Leadership and Management. It applies to all staff involved in the delivery, management, or quality assurance of IAG, including the QA Lead, Director of Operations, and any tutors, coaches, or associates providing learner-facing support.

#### The purpose of this policy is to:

- Define what we mean by IAG and set out our commitment to its quality and impartiality
- Describe how IAG is delivered across the three stages of the learner journey: pre-entry, on programme, and at exit
- Set out the roles and responsibilities of staff in delivering IAG
- Establish the rights and entitlements of learners in relation to IAG
- Describe how we signpost learners to specialist and external support
- Explain how we quality-assure and continuously improve our IAG provision
- Demonstrate our commitment to the Matrix Standard 2023

### 2. Definition of IAG

**Information** refers to the provision of factual data about programmes, entry requirements, funding, and progression opportunities to support informed decision-making, provided consistently and impartially to all enquirers.

**Advice** involves helping learners to interpret and apply information to their own circumstances, identifying options and supporting them to make realistic and aspirational choices about their learning and career pathways.

**Guidance** is a more in-depth, ongoing interaction that supports learners to understand their strengths, motivations, and goals, and to plan their progression accordingly. Guidance interactions are structured, confidential and learner-centred.

**Referral** covers situations where a learner's needs fall beyond the scope of our in-house provision; staff signpost and refer learners to appropriate specialist services, including welfare support, mental health services, financial guidance and careers specialists.

Enterprise4All recognises that all four elements are necessary components of effective learner support and that each plays a distinct role at different points in the learner journey.

### 3. Principles

All IAG delivered by Enterprise4All is:

**Impartial:** provided in the best interests of the learner, without commercial or institutional bias

**Accessible:** delivered in formats and at times that meet the diverse needs of our learner cohort, including those with SEND, disadvantaged backgrounds, and EAL learners

**Personalised:** tailored to the individual circumstances, aspirations, and starting points of each learner

**Current:** based on up-to-date labour market information, progression routes, and funding opportunities

**Confidential:** handled in accordance with UK GDPR and the Data Protection Act 2018, except where safeguarding duties require disclosure

**Developmental:** designed to build learner independence, confidence, and the ability to make informed decisions beyond the programme

### 4. Delivery of IAG: The Three-Stage Model

Enterprise4All delivers IAG across three defined stages of the learner journey, in line with DfE guidance and the Matrix Standard 2023.

Stage	Purpose	Key IAG Activities	Responsible Staff
PRE-ENTRY	Ensure prospective learners have accurate information to make an informed decision about enrolment. Confirm suitability and eligibility.	<ul style="list-style-type: none"> <li>Clear, accurate programme information</li> <li>Funding eligibility and co-investment arrangements</li> <li>Initial assessment of prior experience, skills gaps, and career aspirations</li> <li>Honest guidance about realistic outcomes, employment destinations and salary expectations</li> <li>Signposting to support services (benefits, childcare, transport, mental health)</li> <li>Learner Pack issued at onboarding</li> </ul>	Networking and Recruitment Lead; Learner Support and Administration Team
ON PROGRAMME	Support learners to make progress, overcome barriers, and prepare for their next steps.	<ul style="list-style-type: none"> <li>ILP reviews at Week 1, Week 3/4, and Week 8</li> <li>LMI and careers information embedded in sessions</li> <li>SEND Learner Action Plan (LAP) distributed to all trainers</li> </ul>	Programme Trainers; QA Lead; Learner Support Team; DSL

		<ul style="list-style-type: none"> <li>• Additional needs logged by DSL in Safeguarding Log</li> <li>• Lesson adaptations and SEND resources</li> <li>• Coaching and mentoring</li> <li>• Attendance monitoring with early intervention</li> <li>• WhatsApp community channel for real-time peer support and guidance</li> <li>• Signposting to specialist services</li> <li>• Business Support Sessions and 1 to 1 advice</li> <li>• Mindset sessions</li> </ul>	
<p><b>EXIT AND PROGRESSION</b></p>	<p>Ensure learners leave with a clear understanding of their next steps.</p>	<ul style="list-style-type: none"> <li>• Structured exit interviews or end-of-programme reviews</li> <li>• Guidance on job search, CV, LinkedIn, interview preparation, and professional networking</li> <li>• Applications support</li> <li>• Signposting to National Careers Service, Jobcentre Plus, and HE providers</li> <li>• Signposting to The Forge (post-graduation AI community) for AI Product Builder graduates</li> <li>• Progression pathway mapping</li> <li>• Post-completion follow-up at three and six months</li> <li>• WhatsApp Graduate Community with Business Advice and Self-Promo sections.</li> </ul>	<p>Programme Trainers; Networking and Recruitment Lead; QA Lead</p>

### 5. Roles and Responsibilities

Role	IAG Responsibilities
<b>Board of Governors</b>	Strategic oversight of IAG quality; approval of this policy and annual review; Governor link role for IAG and Matrix compliance.
<b>CEO (Malin Patel)</b>	Final approval of this policy; ensuring IAG strategy aligns with organisational vision and values.
<b>Director of Operations (Irfana Desai)</b>	Ensuring adequate resources are in place; ensuring IAG is reflected in the SAR and QIP; supporting Matrix Standard accreditation pursuit.
<b>QA Lead / IAG Lead (Louise Jolly)</b>	Policy ownership; maintaining and reviewing this policy annually; overseeing IAG quality through observations, work scrutiny, and learner feedback; leading Matrix Standard self-assessment; reporting IAG outcomes to the Board; acting as DSL.
<b>Networking and Recruitment Lead</b>	Delivering pre-entry IAG; ensuring accurate and impartial information at point of enquiry; maintaining current knowledge of programme offer and funding; building referral partnerships with external organisations.
<b>Programme Trainers</b>	Delivering on-programme and exit IAG; conducting ILP reviews; embedding careers and LMI in curriculum; making referrals; recording IAG interactions in the LMS; maintaining CPD currency.
<b>Learner Support and Administration Team</b>	Providing first-response information; supporting onboarding and welfare signposting; maintaining learner records; monitoring the LMS for early intervention signals.
<b>Deputy DSL (Irfana Desai)</b>	Supporting the QA Lead in safeguarding-related IAG; covering DSL responsibilities in the QA Lead's absence.

### 6. Learner Rights and Entitlements

All learners enrolled with Enterprise4All are entitled to the following. These entitlements are communicated at induction and set out in the Learner Pack. They apply equally to all learners regardless of protected characteristics (Equality Act 2010).

- To receive accurate, impartial and up-to-date information about the programme they are enrolled on
- To receive a structured IAG review at Week 1, Week 3/4, and Week 8 of their programme
- To discuss career aspirations, progression options and next steps with a member of staff at any point
- To have individual circumstances, SEND needs, employment status and personal goals taken into account in all IAG interactions
- Where SEND needs or vulnerabilities are identified, to have these documented in a Learner Action Plan (LAP) shared with relevant trainers
- To receive appropriate lesson adaptations and access to SEND-specific resources where required

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- To be signposted or referred to specialist support services without prejudice
  - To receive IAG in a confidential environment
  - To raise a concern or complaint through our published Complaints Procedure, without fear of detriment
  - To access information about their rights and entitlements in an accessible format at any time

### 7. Labour Market Information

- Staff receive regular briefings on local, regional, and national LMI from the ONS, Lancashire Enterprise Partnership, and sector-specific skills bodies
- Curriculum design and employer engagement activity is informed by LMI to ensure relevance to genuine employment demand
- Learners receive LMI during their programme covering job roles, salary expectations, career pathways, and in-demand skills
- Destination data from previous cohorts informs guidance provided to new learners about realistic and achievable outcomes
- The Lincolnshire employer partnership (30 manufacturing and employer connections, with a national expansion strategy) provides direct employer intelligence to inform LMI provided to learners

### 8. Equality, Diversity and Inclusion

Enterprise4All is committed to ensuring that IAG is delivered equitably and that no learner is disadvantaged in accessing or benefiting from guidance because of any protected characteristic under the Equality Act 2010. Specific provision is made to ensure:

- Learners with SEND receive appropriately adapted guidance with reasonable adjustments. SEND needs are documented in a Learner Action Plan distributed to all relevant trainers. The DSL holds a Level 3 qualification in Learning Disabilities in Adults
- All trainers hold SEND training, ensuring consistent awareness and appropriate response to additional learning needs across all programmes
- Learners from under-represented groups are actively supported to access aspirational destinations and are not steered towards outcomes that do not reflect their potential
- Materials and resources used in IAG are reviewed for accessibility and cultural relevance
- IAG interactions are conducted with sensitivity to the potential impact of social, economic, and cultural factors on a learner's aspirations and confidence

## 9. Referral Pathways and Signposting

Where a learner's needs require specialist support beyond the scope of our IAG provision, Enterprise4All staff will signpost or make a warm referral. All referral activity is recorded by the QA Lead.

Category	Referral Organisations and Services
<b>Mental Health and Wellbeing</b>	NHS Talking Therapies (IAPT); Lancashire and South Cumbria NHS Foundation Trust; Mind (National and local); Learner's own GP
<b>Financial Guidance</b>	Citizens Advice Bureau (Blackburn with Darwen); Money and Pensions Service (MoneyHelper); DWP / Jobcentre Plus; Local authority welfare support teams
<b>Employment and Careers</b>	National Careers Service; Jobcentre Plus; Local Growth Hub / Lancashire Enterprise Partnership; Lincolnshire employer partnership network; Sector-specific professional bodies
<b>Further Learning and Progression</b>	The Forge (e4a post-graduation AI community); Local FE and HE institutions; Apprenticeship providers and levy-paying employers; UCAS; Professional awarding bodies
<b>Safeguarding and Prevent</b>	Lancashire Safeguarding Adults Board; Lancashire Prevent Partnership; CHANNEL referral pathway; Emergency services (999)
<b>SEND and Additional Needs</b>	Local authority SEND advisory services; Disability employment advisers (Jobcentre Plus); Access to Work (DWP); Specialist learning support organisations

All referrals are made with the learner's knowledge and consent, except where safeguarding duties require disclosure. Referral activity is logged in the LMS and reviewed termly by the QA Lead.

## 10. Staff Competence, CPD and Safer Recruitment

### Safer Recruitment

Enterprise4All operates a robust Safer Recruitment Policy aligned to the Keeping Children Safe in Education (KCSiE) statutory guidance. All staff involved in the delivery or management of IAG are subject to enhanced DBS checks and structured pre-employment screening before appointment. The Safer Recruitment Policy is reviewed annually by the QA Lead and approved by the Board of Governors, ensuring that all staff who hold IAG responsibilities have been safely recruited and are suitable to work with learners, including vulnerable adults.

### Qualifications and Experience

- All trainers hold or are working towards a Level 3 Award in Education and Training (or equivalent), ensuring baseline competence in learner support and guidance
- The QA Lead holds a Level 4 IQA qualification and has designated safeguarding lead training
- The DSL holds a Level 3 qualification in Learning Disabilities in Adults, ensuring specialist competence in supporting learners with additional needs

- All trainers hold SEND training, ensuring consistent awareness and appropriate response to additional learning needs across all programmes
- All trainers bring current industry experience in their delivery specialism, ensuring IAG on career pathways is grounded in contemporary practice
- The Networking and Recruitment Lead maintains current knowledge of the full programme offer, eligibility criteria, and funding arrangements

### CPD Log and Tracking

All staff involved in IAG delivery hold a personalised Continuing Professional Development (CPD) plan, developed in response to evidence from lesson observations. CPD activity is formally logged and tracked monthly by the QA Lead. The log records:

- The CPD activity undertaken, date, and provider or source
- The observation finding or development need that prompted the activity
- Follow-up observation evidence confirming improved practice where applicable

CPD investment includes £25,000 in specialist external consultancy (Rob Mottram, active Ofsted inspector), monthly peer CPD sessions embedded in staff meetings, and formal qualification progression (Level 3 AET: 85% enrolled, 60% complete; Level 4 IQA: QA Lead qualified; Outstanding Teaching Award achieved by Liam Linley (Skills for Life). The CPD log is reviewed by the Board of Governors.

## 11. Learner Management System (LMS)

Enterprise4All uses a learner management system (LMS) for the tracking, monitoring, and quality assurance of all IAG and learning activity. The LMS provides a comprehensive, end-to-end record of each learner's journey and directly supports the evidence requirements of the Matrix Standard 2023.

### LMS: Key Functions Supporting IAG Quality

LMS Function	How it Supports IAG Quality and Progression
<b>Skills Scans</b>	Baseline assessment of each learner's knowledge, skills, and behaviours captured before Lesson 1. Results are shared with trainers to inform differentiated IAG from the outset and establish starting points for measuring distance travelled. These are redone at the mid and end point reviews to track progress.
<b>Individual Learning Plans (ILPs)</b>	Personalised ILPs created for each learner within the LMS, setting KSB-aligned goals and targets. ILPs are reviewed and updated at Week 1, Week 3/4, and Week 8 IAG touchpoints, providing a continuous record of guidance interactions and progression planning.
<b>Attendance Monitoring</b>	Real-time attendance tracking enables early identification of at-risk learners. The QA Lead and Learner Support Team monitor the LMS daily; learners falling below attendance thresholds trigger immediate IAG outreach and welfare checks.

<b>Assignment Submission and Marking</b>	All assignment submissions, marking, and feedback are recorded in the LMS, ensuring a complete audit trail of learning progress. Feedback quality is monitored by the QA Lead through weekly work scrutiny, confirming that IAG on academic development is meaningful and actionable.
<b>Milestone Tracking (MS1/MS2/MS3)</b>	Milestone achievement is tracked in the LMS across all cohorts: 91.1% MS1, 79.1% MS2, 73.5% MS3. MS3 represents successful employment, self-employment, or further learning outcomes, which is the primary measure of IAG effectiveness at exit.
<b>SEND and Vulnerability Flags</b>	SEND needs, vulnerabilities, and Learner Action Plan (LAP) information are recorded against each learner's profile in the LMS, ensuring all trainers have sight of required adaptations before delivery.
<b>KSB Assessment Integration</b>	Knowledge, Skills and Behaviour assessments are integrated into the LMS, enabling systematic tracking of learner development against programme outcomes and supporting IAG conversations about progress and next steps.
<b>IAG Interaction and Referral Logs</b>	Referral activity, welfare signpostings, and IAG interactions are logged against each learner's record in the LMS, reviewed termly by the QA Lead to identify trends and inform signposting improvements.
<b>Learner Self-Access Portal</b>	Learners access their own progress data, assignments, and feedback through the LMS learner portal, supporting ownership of learning and informed self-directed progression planning.
<b>QA Lead Monitoring</b>	The QA Lead uses the LMS to monitor trainer-learner communication, feedback quality, assignment marking, and engagement patterns across all cohorts, providing real-time quality assurance of IAG delivery.

## 12. WhatsApp & Circle Community as an IAG Channel

Enterprise4All operates a moderated WhatsApp & Circle community for each learner cohort as a structured IAG and engagement channel, operating alongside and extending the formal IAG touchpoints set out in the three-stage model.

### Purpose and Scope

The WhatsApp/Circle community is used throughout the learner journey to provide real-time peer support, trainer-to-learner guidance, resource sharing, motivational prompts, and early at-risk identification and intervention. Each cohort group is moderated by a member of the Learner Support and Administration Team in line with a formal Code of Conduct, communicated to all learners at induction.

### IAG Functions of the WhatsApp/Circle Community

- Extends IAG availability beyond scheduled Zoom sessions, providing continuous guidance access throughout the programme week

- Enables trainers and support staff to identify and respond to learner concerns in real time, before issues escalate to withdrawal risk
- Supports peer-to-peer IAG, with learners sharing experiences, job opportunities, and progression advice within a professionally moderated environment
- Resources, LMI briefings, employer contacts, and job opportunities are shared directly with learners through the community
- Announcements about The Forge, progression pathways, and further learning opportunities are communicated through the channel at the exit stage

### Impact on Learner Outcomes

Learners in active, moderated WhatsApp cohort groups demonstrate engagement and retention patterns consistent with the organisation's 91.1% MS1 retention rate. The community functions as a continuous IAG touchpoint between formal sessions, supporting the sustained engagement that underpins milestone progression through MS2 (79.1%) and MS3 (73.5%). Qualitative evidence from learner voice sessions and satisfaction surveys (90% satisfaction rate) consistently identifies peer support and trainer accessibility, both facilitated by the WhatsApp community, as key strengths.

## 13. Learner Testimonials, Case Studies and Outcomes Evidence

Enterprise4All maintains a body of evidenced learner testimonials and case studies that demonstrate the real-world impact of the IAG and learning provision on individual outcomes. This evidence is collected through learner voice sessions, exit interviews, post-completion follow-up contact, and employer feedback surveys. It is used to:

- Inform the IAG provided to new learners about realistic and aspirational outcomes from their programme
- Evidence the quality and impact of IAG delivery for Matrix Standard accreditation, Ofsted, and tender submissions
- Identify and share best practice in learner progression and destination support

### Evidenced Graduate Outcomes

Outcome Type	Evidence
<b>Business startup - e-commerce</b>	A crafting duo established a successful Etsy business post-bootcamp, using digital marketing skills to build an online customer base and revenue stream.
<b>Employment - creative sector</b>	A learner secured a position as digital image designer for a well-known national magazine following programme completion.
<b>Self-employment outcomes</b>	Self-employed learners (55.9% of cohort) achieving 76.5% MS3 positive outcomes, demonstrating that IAG on enterprise and freelance development is effective.
<b>Career progression for employed learners</b>	60% of graduates report increased responsibilities within six months of completing their programme.



<b>Freelance and consultancy enterprises</b>	15% of graduates establish freelance or consultancy services post-completion.
<b>Employer satisfaction</b>	85% of employers rate graduate work-readiness as good or excellent; 92% would consider hiring additional e4a graduates.

Testimonials are collected with explicit learner consent and maintained in a case study portfolio held by the QA Lead. Learners who have provided consent to be used as case studies for tender and promotional purposes are identified in the destination tracker.

## 14. Complaints, Appeals and Continuous Improvement

Enterprise4All's complaints and appeals process is an active mechanism for continuous improvement of IAG quality, not solely a compliance requirement. All complaints relating to IAG are treated as quality intelligence and are systematically fed back into the improvement cycle.

### How to Raise a Complaint or Appeal

Learners who have a concern about the quality, impartiality, or appropriateness of IAG they have received are encouraged to raise this in the first instance with their tutor or coach. If not resolved informally, a formal complaint may be submitted:

**Telephone:** 01254 693 999

**Email:** [training@enterprise4all.co.uk](mailto:training@enterprise4all.co.uk)

**Post:** Office Manager, Enterprise4All Ltd, 313 Daisyfield Business Centre, Appleby Street, Blackburn, BB1 3BL

Anonymous complaints are considered carefully and acted upon where deemed appropriate. Appeals are escalated to the CEO.

### Complaints as a Continuous Improvement Mechanism

- All IAG-related complaints are reviewed by the QA Lead and logged in the Complaints Log
- The Complaints Log is analysed for trends termly, with findings reported to the Director of Operations and Board of Governors
- Recurring themes are translated directly into corrective actions within the QIP, ensuring complaints drive tangible improvement in IAG quality
- A 'You said, we did' approach is operationally embedded and learners are informed of improvements made in response to their feedback
- Complaint trend data is included in the annual SAR and contributes to the Matrix Standard Element 7 (Continuous Improvement) evidence portfolio

**Designated Safeguarding Lead (DSL):** Louise Jolly | [louise@enterprise4all.co.uk](mailto:louise@enterprise4all.co.uk) | 01254 693 999

### 15. Quality Assurance and Matrix Standard

#### Quality Assurance

- Lesson observations include assessment of IAG practice within sessions
- ILP reviews and learner progress records scrutinised weekly through work scrutiny cycle
- Learner satisfaction surveys include specific IAG quality questions (current satisfaction: 90%)
- Employer feedback surveys capture perceived IAG quality in preparing learners for work
- IAG provision included as a distinct area within the annual SAR and QIP
- Monthly performance and quality reviews include a standing item on IAG outcomes
- Referral logs reviewed termly by QA Lead to identify patterns and improve signposting
- QA Lead reports on IAG quality to the Board of Governors in the termly quality summary

#### Matrix Standard: Seven Elements

EI.	Title	Description and e4a Evidence
1	<b>Purpose</b>	Strategic vision, governance, safer recruitment policy, IAG Policy, Board oversight, Ofsted Expected Standard
2	<b>Resource</b>	LMS, CPD log, SEND LAP framework, DSL Level 3 in Learning Disabilities, staff qualifications
3	<b>Offer</b>	Programme offer, LA contracts, inclusive online delivery, IAG Policy publicly available
4	<b>Delivery</b>	Three-stage IAG model, WhatsApp/Circle community, ILP reviews, impartial guidance, referral pathways
5	<b>Outcomes for Individuals</b>	Learner testimonials, case studies, 91.1% MS1 / 79.1% MS2 / 73.5% MS3, The Forge progression community
6	<b>Impacts for Organisations</b>	85% employer satisfaction, 92% rehire intention, Lincolnshire employer partnership (30 connections, national expansion)
7	<b>Continuous Improvement</b>	SAR, QIP, complaints log, CPD log, 'You said, we did' approach, Ofsted transformation from RI to Expected Standard

### 16. Legislation and Guidance

Document	Relevance
<b>Education Act 1997 (as amended)</b>	Duty on local authorities and providers to secure careers guidance
<b>Technical and Further Education Act 2017</b>	Statutory framework for further education and skills provision
<b>DfE Skills Bootcamp guidance and ESFA funding rules (current edition)</b>	Governing funded Skills Bootcamp delivery
<b>Ofsted Education Inspection Framework for Further Education and Skills (2024)</b>	Inspection framework; e4a rated Expected Standard November 2025
<b>Matrix Standard for Information, Advice and Guidance (2023 edition)</b>	Seven-element quality framework for IAG provision
<b>Gatsby Benchmarks for Good Career Guidance</b>	National framework for careers education and guidance quality
<b>Equality Act 2010</b>	Protected characteristics and duties to make reasonable adjustments
<b>UK GDPR and Data Protection Act 2018</b>	Data protection obligations for learner records and IAG interactions
<b>Keeping Children Safe in Education 2025</b>	Applicable where learners are under 18; basis for Safer Recruitment Policy

### Policy Review Schedule

This policy is reviewed annually by the QA Lead in consultation with the Director of Operations, or sooner if there are changes to relevant legislation, regulatory guidance, or organisational practice.

**Next review due:** June 2027

### Approval and Sign-Off

This policy has been reviewed, approved and adopted by Enterprise4All (North West) Limited. It takes effect from the date of approval and supersedes any previous informal IAG guidance or statements held by the organisation.



## Information, Advice and Guidance (IAG) Policy

Enterprise4All (North West) Limited | URN: 2748172  
MATRIX STANDARD 2023 | OFSTED EIF | GATSBY BENCHMARKS

Role	Name	Date
Policy Owner	Louise Jolly, QA Lead and DSL	June 2026
Director of Operations	Irfana Desai	June 2026
CEO	Malin Patel	June 2026

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