Learner Support Policy	
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Policy prepared by	Director of Quality, Compliance & Excellence
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Introduction

Educationwise is committed to helping learners take part in their programme, make progress and achieve their goals.

We understand that learners may need different types of support at different points in their programme.

Support may relate to:

- Learning needs
- English and mathematics
- Disability or health
- Mental health and wellbeing
- Safeguarding
- Attendance and engagement
- Digital access
- Personal circumstances
- Financial or practical barriers
- Careers and progression

The whole policy applies to all Educationwise learners. However, the way support needs are identified, recorded and delivered may vary depending on the programme, the learner's circumstances, available funding and assessment requirements.

Not every learner will complete the same assessments or access support through the same route.

Purpose

The purpose of this policy is to explain:

- How Educationwise identifies support needs
- What types of support may be available
- How learners can ask for support
- How reasonable adjustments are considered
- Who is responsible for providing or arranging support
- How Educationwise checks whether support is helping
- How information about support needs is recorded and shared

Scope

This policy applies to learners enrolled on:

- Apprenticeships
- Adult Learning Provision
- Commercial courses
- Qualifications
- Other education or training delivered by Educationwise
- Subcontracted provision delivered on behalf of Educationwise

For this policy, **Adult Learning Provision** includes programmes currently funded through Advanced Learner Loans and any future adult education funding streams delivered by Educationwise.

The policy applies to online, workplace and face-to-face learning.

Our approach

Educationwise will:

- Treat learners fairly and with respect
- Listen to learners and involve them in decisions about their support
- Identify needs as early as reasonably possible
- Respond when needs or barriers arise later in the programme
- Provide support that is suitable for the learner and programme
- Make reasonable adjustments where required
- Review whether support is helping the learner
- Protect personal and sensitive information
- Refer or signpost learners to specialist services where Educationwise cannot provide the support directly

Support will be based on individual need. A diagnosis or formal assessment will not always be needed before reasonable support can be considered.

Support cannot remove the need for a learner to meet the required learning, assessment or professional standards.

Identifying support needs

Support needs may be identified through:

- Information, advice and guidance
- Application and enrolment information
- Initial assessment
- Discussion with the learner
- Previous education or support records
- Tutor or coach observations
- Attendance and engagement information
- Progress reviews
- Assessment activity
- Learner surveys and feedback
- Employer or workplace feedback
- A safeguarding or wellbeing concern
- A change in the learner's personal circumstances
- A referral from another member of staff

Learners can also ask for support at any point during their programme.

Initial assessment

Educationwise uses appropriate initial assessment and information-gathering methods according to the learner and programme.

These may include:

- Cognassist
- English and mathematics assessments
- Skills assessments
- Prior-learning reviews
- Information and advice discussions
- Vocational assessment

Cognassist may be offered where it would help identify a learner's needs, but it is not mandatory for every learner.

The purpose of initial assessment is to understand:

- The learner's starting point
- Their existing knowledge and skills
- Any gaps in knowledge or experience
- Any support or adjustment needs
- Their career aims
- Whether the programme is suitable
- The learning and assessment activity required

Educationwise does not use learning-style labels to decide how a learner should be taught.

Changes during the programme

A learner's needs may change during their programme.

Staff should remain alert to:

- A fall in attendance or engagement
- Missed work or deadlines
- A lack of progress
- Changes in behaviour or communication
- Difficulty understanding or completing work
- Changes in health or wellbeing
- Workplace problems
- Digital access issues
- Financial or personal pressures

Staff should discuss concerns with the learner and agree suitable next steps.

Tutor and coach support

Learners will have a named tutor, coach or other main point of contact.

Depending on the programme, support may include:

- Teaching and learning sessions
- Feedback on work

- Progress discussions
- Help with planning and organisation
- Extra explanation or learning resources
- Support to catch up following absence
- Help using online platforms
- Signposting to other staff or services
- Discussions about career goals and next steps

The frequency and format of support will depend on the programme and the learner's needs.

Not every learner will receive the same number or type of one-to-one meetings.

Tutors and coaches will monitor whether learners are:

- Attending
- Engaging
- Completing agreed work
- Making progress
- Developing the required knowledge, skills and behaviours
- Receiving agreed support

Where concerns continue, further action or referral may be required.

Additional learning support

Learners who need additional support may be referred to the Learning Inclusion Support team or another suitable member of staff.

Support may include:

- A discussion about the learner's needs
- Help understanding written information
- Support with planning and organisation
- Breaking learning into smaller steps
- Additional tutor contact
- Extra learning resources
- Assistive technology
- Changes to the format of information
- Support with communication
- Reasonable adjustments to learning or assessment
- Signposting to specialist support

The support offered will depend on:

- The learner's needs
- The programme
- Available evidence
- Funding arrangements
- Awarding Organisation or Assessment Organisation rules
- What Educationwise can reasonably provide

The learner will be involved in decisions about their support wherever possible.

Where a learner receives ongoing Learning Inclusion Support, the support provided and its impact will be recorded and reviewed at planned intervals in line with the relevant Learning Inclusion Support Ways of Working.

Referral to the Learning Inclusion Support team does not transfer responsibility for the learner away from their main tutor or coach. The tutor or coach will continue to work alongside the Learning Inclusion Support team, use agreed support strategies within teaching and learning and monitor the learner's overall progress.

Reasonable adjustments

Educationwise will consider reasonable adjustments for learners who are disabled or have a health condition or additional need.

Adjustments may include:

- Extra time where permitted
- Rest breaks
- Use of assistive technology
- Alternative document formats
- Changes to the way information is presented
- Changes to communication methods
- Support with accessing online learning
- Adjustments to teaching arrangements
- Suitable assessment arrangements
- Additional planning or check-ins

Adjustments must:

- Respond to the learner's needs
- Be reasonable and practical
- Follow Awarding Organisation or Assessment Organisation rules
- Maintain the required assessment standard
- Be agreed and recorded where appropriate

Educationwise cannot guarantee that every requested adjustment will be approved.

Where an adjustment cannot be provided, the reason will be explained and other options will be considered where possible.

English, mathematics and digital skills

English and mathematics support will be provided where it forms part of the learner's programme or where a need is identified.

This may include:

- Initial or diagnostic assessment
- Functional Skills teaching
- Additional learning resources

- Tutor support
- Exam preparation
- Help applying English and mathematics in the workplace
- Referral to specialist Functional Skills support

Not every learner is required to complete a Functional Skills assessment or qualification.

The requirement will depend on:

- The learner's programme
- Previous qualifications
- Funding rules
- Apprenticeship requirements
- Individual need

Support with digital skills may also be provided where this is needed to access learning or complete programme activity.

Attendance and engagement support

Attendance and engagement are important to learner progress.

Where a learner is not attending or engaging, Educationwise will aim to understand the reason and agree suitable action.

This may include:

- Contacting the learner
- Discussing barriers
- Agreeing catch-up activity
- Reviewing the learner's support needs
- Adjusting planned activity where reasonable
- Involving the employer for an apprentice
- Making a referral for additional support
- Considering a break in learning where appropriate
- Reviewing whether the programme remains suitable

Support does not remove the learner's responsibility to attend, engage and communicate with Educationwise.

Wellbeing and personal support

Learners can speak to their tutor, coach or the safeguarding team if personal circumstances are affecting their learning.

Educationwise may provide:

- A private discussion
- Regular wellbeing contact
- Temporary changes to learning arrangements
- Signposting to external services
- Help accessing appropriate support

- Safeguarding support
- An agreed plan to help the learner remain engaged

Educationwise is not a medical, counselling or emergency service.

Where specialist help is required, learners will be referred or signposted to an appropriate service.

In an emergency, learners should contact the emergency services or another suitable emergency support service.

Safeguarding

Learners can raise a safeguarding concern with:

- Their tutor or coach
- A Programme Coordinator
- A member of the safeguarding team
- The Designated Safeguarding Lead
- Any Educationwise staff member they trust

Safeguarding concerns may include:

- Abuse
- Neglect
- Exploitation
- Harassment
- Domestic abuse
- Sexual harm
- Criminal exploitation
- Online harm
- Radicalisation
- Risk of harm to themselves or another person

Safeguarding information will be handled sensitively.

Educationwise cannot promise complete confidentiality. Information may need to be shared where this is necessary to protect the learner or another person.

Safeguarding concerns will be managed in line with Educationwise's Safeguarding and Prevent Policy.

Careers and progression support

Learners will have access to information, advice and guidance throughout their programme.

This may include support with:

- Career options
- Progression to further or higher learning
- Employment opportunities
- CVs and applications
- Interview preparation

- Workplace development
- Progression within the learner's current organisation
- Further qualifications
- Next steps after completing or leaving the programme

Learners may also have access to online development resources through Blossom.

The type of careers support offered will depend on the learner's needs and programme.

Financial and practical barriers

Educationwise recognises that financial or practical issues can affect participation.

Where appropriate, learners may receive:

- Clear information about fees and payment arrangements
- Information about Advanced Learner Loans
- Signposting to available grants, bursaries or external support
- Advice about speaking to relevant agencies
- Support to discuss digital access or equipment concerns
- Information about agreed payment options for commercial courses

Educationwise does not guarantee that direct financial support, equipment, bursaries or grants will be available.

Any support will depend on:

- The programme
- Funding rules
- Eligibility
- Available resources
- External funding arrangements

Safeguarding staff may support with urgent welfare concerns but do not provide general financial advice.

Support for apprentices

Apprentice support may be identified through:

- Information, advice and guidance
- Initial assessment
- Cognassist where used
- English and mathematics assessment where required
- Skills scans
- Training Needs Analysis
- Teaching and learning
- Progress reviews
- Employer feedback
- Attendance and engagement monitoring
- Tutor or learner referral

An apprentice identified as having a possible learning need may be offered a discussion with the Learning Inclusion Support team.

The apprentice's employer may be involved where this is appropriate and lawful, particularly where:

- Workplace support is needed
- A reasonable adjustment affects workplace learning
- Attendance or progress is affected
- Changes to the training plan are required

Sensitive personal or safeguarding information will not be routinely shared with an employer without an appropriate reason.

Support for Adult Learning Provision

The whole policy applies to learners on Adult Learning Provision. This section explains how the support route may differ from apprenticeship provision.

Adult Learning learners do not automatically have an early meeting with the Learning Inclusion Support team.

Their support needs will normally be identified through:

- Information, advice and guidance
- Application and onboarding
- Appropriate initial assessment
- Discussion with their tutor
- Learner disclosure
- Attendance and progress monitoring
- Assessment activity
- A change in personal circumstances

Learners on Adult Learning Provision may choose to complete a Cognassist assessment where they or their tutor feel it would help identify additional needs or suitable support.

Cognassist is not a standard or compulsory enrolment requirement for Adult Learning Provision.

Where a learner needs extra or specialist support, the tutor can discuss an appropriate referral with the learner.

Adult Learning learners can access:

- Reasonable adjustments
- Learning support
- Safeguarding support
- Wellbeing support
- Careers information, advice and guidance
- Support with barriers affecting attendance or progress
- Signposting to external services

The exact support available will depend on the learner's needs, course requirements, funding arrangements and Awarding Organisation rules.

Support for commercial learners

The whole policy also applies to commercial learners.

Support needs may be identified through:

- Enquiry and information discussions
- Application or booking information
- Tutor discussions
- Initial or vocational assessment where used
- Learner disclosure
- Attendance and progress monitoring

Commercial learners may be offered reasonable support and adjustments based on their needs and course requirements.

Some funded support arrangements may not apply to commercial courses. This will be explained clearly where relevant.

Responsibilities

Learners

Learners are expected to:

- Share relevant information about their support needs
- Tell Educationwise if their needs change
- Take part in agreed support
- Attend and engage with their programme
- Complete agreed work
- Communicate with their tutor
- Use support and equipment appropriately
- Provide evidence where this is reasonably required for an adjustment

Learners are not required to disclose information they do not wish to share, but Educationwise may be limited in the support it can provide without enough information.

Tutors and coaches

Tutors and coaches are responsible for:

- Building a professional relationship with learners
- Discussing support needs
- Monitoring attendance and progress
- Providing suitable teaching support
- Recording agreed actions
- Referring concerns where needed
- Reviewing whether support is helping
- Following safeguarding procedures

- Working with the Learning Inclusion Support team where a learner has been referred
- Using agreed support strategies within teaching and learning
- Continuing to monitor the learner's overall progress

Learning Inclusion Support team

The Learning Inclusion Support team is responsible for:

- Discussing referred learning needs
- Giving advice to learners and staff
- Supporting the planning of reasonable adjustments
- Providing or coordinating agreed support
- Working with tutors and coaches to agree suitable support strategies
- Recording the support provided
- Reviewing the impact of support at planned intervals
- Maintaining appropriate records

The team does not need to meet every learner unless there is an identified reason.

Programme Coordinators and support staff

Programme Coordinators and support staff may:

- Help learners access systems
- Support communication and onboarding
- Record information
- Identify concerns
- Refer learners to tutors, safeguarding staff or other support
- Help monitor outstanding actions

Managers

Managers are responsible for:

- Making sure staff understand the policy
- Supporting consistent practice
- Reviewing serious or ongoing concerns
- Ensuring agreed actions are completed
- Monitoring the quality and impact of support
- Escalating wider risks or themes

Employers

Employers supporting apprentices are expected to:

- Provide a safe and suitable workplace
- Support agreed workplace learning
- Attend progress reviews where required
- Raise concerns affecting the apprenticeship
- Consider reasonable workplace adjustments
- Support agreed actions

Accessing support

A learner can ask for support by contacting:

- Their tutor or coach
- A Programme Coordinator
- The Learning Inclusion Support team
- The safeguarding team
- The Information, Advice and Guidance team
- Another member of Educationwise staff

The learner does not have to wait for a scheduled review to ask for help.

Where a member of staff cannot provide the support directly, they should help the learner contact the correct person.

Recording and sharing information

Support needs, agreed actions and reviews will be recorded where appropriate.

Records may include:

- The support need
- Information provided by the learner
- Agreed adjustments
- Referrals
- Actions and owners
- Review dates
- The impact of support
- Changes to arrangements

Information will be:

- Accurate
- Relevant
- Stored securely
- Shared only where there is an appropriate reason
- Managed in line with Educationwise's Data Protection Policy

Staff should not record unnecessary personal information.

Confidentiality

Learner information will be treated sensitively.

Information may be shared with relevant staff where this is needed to:

- Arrange support
- Protect the learner or another person
- Meet legal or funding requirements
- Arrange an assessment adjustment
- Support programme delivery
- Respond to a serious concern

Educationwise cannot guarantee complete confidentiality where there is a safeguarding, legal or serious risk concern.

Where possible, the learner will be told what information needs to be shared and why.

Checking the impact of support

Educationwise will not only record that support has been offered. Staff will also consider whether it is helping.

This may include reviewing:

- Attendance
- Engagement
- Progress
- Completion of work
- Assessment outcomes
- Learner confidence
- Use of agreed adjustments
- Learner feedback
- Achievement and progression

Support arrangements may be continued, changed or ended based on the learner's needs and the impact of the support.

Monitoring and improvement

Educationwise will monitor learner support through:

- Learner feedback
- Attendance and engagement information
- Progress and achievement information
- Support referrals
- Reasonable-adjustment records
- Safeguarding and wellbeing themes
- Quality assurance
- Complaints and concerns
- Staff feedback
- Review of different learner groups

Themes and gaps may lead to:

- Staff training
- Changes to resources
- Changes to systems or processes
- Additional guidance
- Quality Improvement Plan actions
- Risk-register actions
- Review by the relevant committee or Senior Leadership Team

Personal information will not be included in wider reports unless it is necessary and appropriate.

Complaints

A learner who is unhappy with the support provided should first raise the matter with their tutor, coach or relevant manager.

Where the issue cannot be resolved informally, the learner may use Educationwise's Learner Appeals and Complaints Policy and Procedures.

Learners will not be treated unfairly for raising a genuine concern.

Related policies

This policy should be read alongside:

- Safeguarding and Prevent Policy
- Information, Advice and Guidance Policy
- Learner Code of Conduct Policy
- Learner Appeals and Complaints Policy and Procedures
- Data Protection Policy
- Privacy Policy
- Equality, Diversity and Inclusion Policy
- Reasonable Adjustment procedures
- Assessment policies
- Attendance and Engagement procedures
- Public Interest Disclosure Policy

Review

This policy will be reviewed annually or sooner where there is:

- A change in funding or assessment requirements
- A change in Educationwise's provision
- Learner feedback showing a need for change
- A complaint or safeguarding concern
- An audit or inspection finding
- Evidence that support arrangements are not effective
- A change in relevant legislation or guidance