

Learner Support Policy

Skills Bootcamp Provision | Adult Learners 19+ | Version 2.0

Policy field	Current position
Provider	Quack Recruitment & Training Ltd
Applies to	Adult learners aged 19+, prospective learners, staff, tutors, assessors, progression staff, managers, employers, subcontractors and partners involved in funded provision
Policy owner	Jessica Roughton - Quality & Compliance Lead, DSL and SEND Lead
Senior accountable lead	Dion Bishop - Director of Contracts & Operations
Designated Safeguarding Lead	Jessica Roughton
Deputy Designated Safeguarding Lead	Aaron Jones
Approved systems	PICS, BKSB, Microsoft Teams, Highfield Vault / Highfield systems, approved email, learner files and approved learner communication channels
Next review	June 2027 or sooner following legislative, safeguarding, data protection, funder, awarding body or operational change

Policy intent: Learner support must be early, inclusive, personalised, well evidenced and reviewed. This policy sets out how Quack Recruitment & Training Ltd identifies support needs, makes reasonable adjustments, monitors learner progress and ensures adult learners can participate, achieve and progress safely and confidently.

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1. Purpose and Policy Intent

Quack Recruitment & Training Ltd is committed to ensuring that every learner can access, participate in and benefit from high-quality learning, support and progression activity. This policy defines the standards, controls and evidence expectations used to identify learner support needs, plan support, make reasonable adjustments, review progress and evaluate impact across funded adult learning and Skills Bootcamp provision.

The purpose of this policy is to ensure that support is not treated as an informal add-on, but as a planned and auditable part of the learner journey. Support must be proportionate, learner-centred, confidential, linked to starting points and reviewed through individual learning plans, tutor handover information, attendance monitoring, learner voice, assessment outcomes and progression evidence.

This version replaces the previous Learner Support Policy and addresses funder feedback by removing inconsistent learner terminology, removing apprenticeship references where they do not apply, replacing outdated ESFA wording, and strengthening the policy's relevance to funded programmes, adult learners, Skills Bootcamps, reasonable adjustments, inclusion, evidence and quality assurance.

2. Scope and Application

This policy applies to all stages of the learner journey, including enquiry, information, advice and guidance, enrolment, initial assessment, induction, teaching and training, assessment preparation, learner review, progression support and post-programme follow-up.

Applies to	Examples
Learners	Adult learners aged 19+ enrolled on Skills Bootcamp or funded training provision, including classroom-based, remote and blended learners.
Prospective learners	Applicants receiving IAG, eligibility checks, initial assessment, suitability checks or signposting before enrolment.
Staff	Tutors, assessors, IQAs, learner engagement staff, progression officers, managers, safeguarding leads, quality/compliance staff and senior leaders.
Employers and partners	Employers, referral partners, subcontractors and external contributors involved in learner support, interviews, progression or work-related activity.
Learning activities	Initial assessment, skills scans, ILP reviews, learner voice, support planning, assessment preparation, employability activity and progression support.

3. Legal, Funding and Inspection Context

This policy is informed by legal, regulatory, funding and inspection expectations. It should be read alongside the provider's Safeguarding Policy, Prevent Policy and Risk Assessment, Equality, Diversity and Inclusion Policy, Online and E-Learning Policy, GDPR and Privacy Policy, Information Security Policy, Complaints Policy, Appeals Procedure, Malpractice and Maladministration Policy, learner handbook and quality assurance arrangements.

Framework	Relevance to learner support
Equality Act 2010	Requires providers to make reasonable adjustments and avoid unlawful discrimination, harassment or victimisation.
UK GDPR and Data Protection Act 2018	Requires support information and sensitive personal data to be processed lawfully, fairly, securely and only for appropriate purposes.
Safeguarding and Prevent duties	Learner support arrangements must identify and escalate welfare, safeguarding and radicalisation concerns appropriately.
Funder and contract requirements	Funded programmes require accurate evidence of learner eligibility, participation, support, progress, completion and outcomes.

Awarding organisation requirements	Reasonable adjustments and special consideration must meet qualification and assessment rules.
Ofsted further education and skills inspection materials	Inspectors consider whether learners are safe, included, supported, making progress and able to achieve and move into positive destinations.

4. Definitions

Term	Meaning for this policy
Learner support	Planned or responsive action taken to help a learner access, participate in, progress through and complete their programme.
Additional learning support	Targeted support for learners with identified or emerging needs, including learning difficulty, disability, health, confidence, English, mathematics, digital or wellbeing barriers.
Reasonable adjustment	An agreed adjustment that reduces disadvantage without compromising assessment standards, health and safety or qualification integrity.
Special consideration	A post-assessment consideration where a learner has been disadvantaged by illness, injury or circumstances outside their control.
Support plan / ILP	A learner record showing starting points, barriers, goals, support actions, progress and review outcomes.
LLDD / health declaration	Learner declaration of learning difficulty, disability or health condition that may inform support, reasonable adjustments or safeguarding considerations.

5. Policy Statement

Quack Recruitment & Training Ltd will ensure that learner support is planned, accessible, proportionate and monitored. Support must be aligned to the learner's starting points, barriers, intended outcomes, programme requirements and progression goals.

- identify support needs as early as possible through IAG, enrolment, initial assessment, skills scans, BKSB, learner disclosure and tutor observation;
- make reasonable adjustments in line with the Equality Act 2010 and awarding organisation requirements;
- provide inclusive teaching, training, assessment and progression support that enables learners to achieve their intended outcomes;
- record support actions clearly so evidence is available for learner review, quality assurance and funder audit;
- monitor whether support is improving attendance, participation, confidence, progress, achievement and progression.

6. Learner Entitlement

All learners are entitled to be treated with dignity and respect and to learn in an environment that is safe, inclusive and free from discrimination, harassment, bullying and victimisation. Learners should receive clear information about their programme, assessment expectations, support routes and how to request help.

- accessible information before enrolment about programme content, attendance expectations, assessment requirements and available support;
- fair and transparent assessment of starting points, goals, barriers and support needs;
- reasonable adjustments and additional support where required and where supported by evidence or professional judgement;
- regular progress reviews and opportunities to discuss attendance, wellbeing, support, barriers and progression;
- clear routes to raise safeguarding concerns, complaints, appeals or requests for additional help.

7. Identification of Support Needs

Support needs may be identified before enrolment, during onboarding, throughout delivery or during progression support. Learners are encouraged to disclose needs early, but staff must also remain alert to emerging or hidden needs where learners may not initially disclose LLDD, health conditions, anxiety, confidence issues, literacy barriers, digital exclusion, safeguarding concerns or wider personal barriers.

Source of information	What staff should consider	Evidence / record
Referral / IAG	Eligibility, motivation, goals, barriers, previous education, employment history and declared support needs.	IAG notes, referral information, enrolment record.
Initial assessment	English, mathematics, digital, vocational starting points and confidence.	BKSB/assessment results, skills scan, learner file.
Tutor observation	Engagement, participation, written work, practical confidence, behaviour, attendance and emerging support needs.	Tutor notes, ILP review, support plan update.
Learner disclosure	Declared LLDD, health, wellbeing, caring responsibilities, accessibility or personal barriers.	Support plan, safeguarding referral if required.
Attendance/progression monitoring	Disengagement, repeated absence, low confidence, progression barriers or employment support needs.	PICS notes, contact logs, progression records.

8. Learner Journey Support Controls

Stage	Support activity	Expected evidence
Pre-enrolment / IAG	Identify eligibility, goals, barriers, LLDD/health declarations, accessibility needs and suitability.	IAG notes, enrolment form, initial assessment, referral notes, support questions.
Onboarding / induction	Confirm programme expectations, support routes, safeguarding contacts, reasonable adjustments and digital readiness.	Induction record, learner agreement, support plan where required.
Delivery	Monitor attendance, engagement, learning progress, wellbeing and access to resources.	Registers, ILP reviews, tutor notes, skills scans, learner voice.
Assessment	Apply reasonable adjustments or special consideration in line with awarding organisation requirements.	Reasonable adjustment request, evidence, approval where required, assessment record.
Progression	Provide CEIAG, employability, interview preparation, vacancy matching and post-completion follow-up.	Progression notes, employer contact, interview evidence, destination evidence.

9. Reasonable Adjustments and Special Consideration

A reasonable adjustment is any action that helps reduce disadvantage for a learner with a disability, learning difficulty, health condition or other substantial barrier. Adjustments must be considered before assessment activity wherever possible and must not undermine competence standards, qualification integrity, health and safety or awarding organisation requirements.

- extra time or supervised rest breaks;
- adapted resources, enlarged print, coloured overlays or altered screen backgrounds;
- reader, scribe or assistive technology where permitted;
- alternative communication methods or additional tutor check-ins;
- adapted seating, room arrangements or reduced sensory distraction;
- additional explanation, scaffolded resources or structured learning tasks.

Special consideration may be requested after an assessment where a learner has been disadvantaged by illness, injury or circumstances outside their control. Requests must be considered in line with awarding organisation requirements and must not give a learner an unfair advantage.

10. English, Mathematics, Digital and Employability Support

Quack embeds English, mathematics, digital and employability development within programmes where relevant to the learner's starting points, curriculum requirements and intended employment outcomes. Learners should receive support with reading, writing, numeracy, digital access, communication, confidence, CV preparation, interview skills and workplace behaviours where this supports achievement and progression.

Where functional skills, basic skills or digital skills support is relevant, Quack will follow current DfE, funder, awarding organisation and qualification requirements. The policy does not rely on outdated ESFA wording and will be updated where national or funder terminology changes.

11. Remote and Blended Learning Support

- check learners have access to suitable devices, connectivity, email and digital confidence;
- provide clear joining instructions and expectations for attendance, participation and conduct;
- use accessible resources and provide alternatives where reasonable;
- monitor engagement and follow up non-attendance promptly;
- consider wellbeing, online safety, safeguarding and Prevent risks during remote delivery.

12. Safeguarding, Welfare, Confidentiality and Data Protection

Learner support information may include sensitive personal data and must be handled confidentially. Information should be shared only with staff, partners, funders, awarding organisations or external agencies where there is a legitimate learning, safeguarding, assessment, funding, legal or contractual reason to do so.

Staff must not promise absolute confidentiality where safeguarding, welfare, Prevent, health and safety or legal concerns are present. Safeguarding or Prevent concerns must be reported immediately to the DSL or Deputy DSL using the provider's safeguarding reporting procedure.

13. Roles and Responsibilities

Role	Key responsibilities	Evidence / assurance
Senior accountable lead	Ensure policy oversight, resources, contract compliance, quality oversight and escalation of serious concerns.	Leadership review, QIP, management records.
Quality & Compliance Lead / SEND Lead	Own policy review, monitor support evidence, sample learner files, review learner voice and drive improvement actions.	Learner file review, QA records, QIP updates.
DSL / Deputy DSL	Respond to safeguarding, Prevent, welfare and wellbeing concerns in line with safeguarding procedures.	Safeguarding logs, referrals and review records.
Enrolment / IAG staff	Identify support needs early and ensure relevant information is recorded and handed over securely.	IAG notes, enrolment records, tutor handover.
Tutors / assessors	Deliver inclusive teaching, use support plans, review progress, adapt delivery and record support actions.	Registers, ILPs, skills scans, learner work, feedback.
Progression staff	Provide employability, vacancy matching, interview preparation and progression support.	PICS notes, employer records, destination evidence.
Learners	Engage with support, disclose needs where possible, attend reviews and raise concerns promptly.	Learner reviews, support plans, learner voice.

14. Monitoring, Quality Assurance and Review

Leaders will monitor the effectiveness of learner support through learner records, attendance, retention, completion, achievement, progression, learner voice, complaints, safeguarding records, tutor feedback, OTLA, IQA, learner file review and QIP activity.

Monitoring activity	Purpose	Frequency / trigger
Learner file review	Check evidence of IAG, support needs, ILP targets, reviews, adjustments and progression support.	Planned sampling and QIP review.
Attendance and engagement review	Identify barriers, welfare concerns, support needs and learners at risk of withdrawal.	Daily/weekly during delivery.
Learner voice / reviews	Check whether learners feel supported, safe, included and able to progress.	Mid-point, endpoint and as required.
Outcome data review	Review completion, achievement and progression by learner group, LLDD/health declaration and support need.	Monthly/contract review and SAR/QIP cycle.
Quality assurance activity	Evaluate whether support is embedded in teaching, assessment, feedback and progression.	OTLA, IQA, standardisation and file sampling.

Appendix A: Support Needs Checklist

- Has the learner been asked about LLDD, health conditions, accessibility, digital access and confidence?
- Have English, mathematics, digital and vocational starting points been assessed?
- Has relevant support information been passed to tutors securely?
- Is there an ILP, support plan or review note showing actions and responsibilities?
- Are reasonable adjustments recorded and approved where required?
- Is support reviewed for impact on attendance, participation, progress and achievement?
- Are safeguarding or welfare concerns escalated to the DSL/DDSL immediately?

Appendix B: Reasonable Adjustment and Special Consideration Checklist

Check	Required action	Complete / evidence
Need identified	Record the learner need, barrier or disadvantage clearly.	
Evidence reviewed	Check learner disclosure, diagnostic information, professional evidence or tutor observation.	
Adjustment agreed	Confirm adjustment is reasonable, proportionate and permitted.	
Awarding body checked	Seek awarding organisation approval where required.	
Learner informed	Explain the support or adjustment and any limits.	
Implementation reviewed	Check adjustment is in place and effective before assessment where possible.	

Special consideration	Where post-assessment disadvantage occurs, record evidence and follow awarding body process.	
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Appendix C: Version Control

Version	Date	Author / owner	Summary of change	Next review
1.0	October 2025	Dion Bishop	Original learner support policy.	October 2026
2.0	June 2026	Dion Bishop / Quality Team	Full policy rewrite following funder feedback; removed duplicated learner wording, removed incorrect apprentice references, replaced outdated ESFA wording and strengthened learner support controls for funded adult provision.	June 2027

Reference framework: This policy should be read alongside the provider’s safeguarding, Prevent, data protection, information security, learner support, EDI, assessment, malpractice, learner conduct and quality assurance documentation.

External reference sources considered: Equality Act 2010, UK GDPR/Data Protection Act 2018, statutory Prevent Duty guidance, awarding organisation requirements, funder requirements and Ofsted further education and skills inspection materials where relevant.