



LEARNER SUPPORT POLICY

Effective for employees, students, directors, and volunteers on or after 1st September 2023

Next Review: September 2026

Please Note: A formal, full review of this document will take place on a 3-yearly basis. However, in the interim, the document will be updated as necessary to remain current with any statutory legislation and/or significant Government guidance and updates

DOCUMENT CONTROL

DOCUMENT TITLE: LEARNER SUPPORT POLICY
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CHANGE AUTHORITY: THE BOARD OF TRUSTEES

Frances Deeley

Signature: _____  _____ **Date:** 20.07.2023

Designation: Chief Executive Officer **Review Date:** September 2026

CHANGE MECHANISM

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Learner Support Policy

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1. Our commitment

ESS Education and Support Services are committed to ensuring that Learners receive the most effective support to enable them to fully engage with, carry out and successfully complete their Course/Qualification/Professional Standard including successfully undertaking their End Point Assessment (EPA) if applicable; whilst gaining valuable soft and life skills to build their confidence and help them to progress in their lives personally, as well as work-wise.

In order to support this commitment ESS Education and Support Services aims to provide:

- A safe learning environment, for all learners at all times: children, young people and vulnerable adults.
- Information Advice and Guidance, bespoke to the Individual Learner, to help them make informed decisions in relation to progression, before, during and at the end of their course/apprenticeship programme with ESS Education and Support Services.
- One to One Support for Learners from their Teaching Learning Mentors (TLMs) when needed (via progress Reviews and specific meetings) to address any areas of concern or stress.
- Provision of additional support when needed to enable Learners to fully interact with course materials and activities to enable them to achieve the most from their time, learning with L&F Training.
- Support in the Workplace; through regular TLM meetings with the Employer and Learner in the workplace; to ensure the Learner receives support in the workplace as well as in the Classroom.

- Reasonable adjustments in physical classrooms and lesson delivery; to enable everyone to access learning regardless of their health challenges or support needs.

2. Objectives

This policy has been developed to ensure that all stakeholders understand:

- How ESS Education and Support Services has established and maintained an environment conducive to learning, where learners and staff can thrive.
- How ESS supports learners in overcoming barriers to learning.
- The processes in place to support learners; including how ESS identify learners who might require additional support.
- The use and regular assessment of individual learning plans to track and address individual learning needs.

3. Key contacts

- Fran Deeley, Chief Executive Officer – fran.deeley@myess.co.uk
- Kelly Criddle, Chief Operations Officer, Deputy DSL, Kelly.criddle@myess.co.uk
- Tyler Whitehouse, Chief Strategy Officer, Designated Safeguarding Lead, Tyler.whitehouse@myess.co.uk

4. Scope

The Learner Support Policy applies to all ESS Education and Support Services staff (including temporary staff), all Learners, apprentices, volunteers and governors, whether they work or study in the main ESS Centre, outreach centres, or other designated areas.

5. Identifying Learners who have a disability or special educational need

Many learners who have a special educational need or disability enrol on their learning programme with an understanding of their needs and the support they might require; where this situation arises; the additional support requirements are usually identified during the initial enrolment process.

ESS Education and Support Services understand, however, that many learners may not have an awareness that they may have an additional learning need. In such cases, ESS work with learners during the recruitment, enrolment and registration process to discuss and identify and support they require. ESS is committed to working with learners to screen for potential needs and to identify any support they might need.

Throughout the learning programme, Teaching Learning Mentors (TLMs); encourage Learners to notify ESS of any identified special educational needs or disabilities that come to light. Ideally these are identified during enrolment enabling ESS to ensure that they receive any necessary support throughout the learning programme.

However, where a new need or disability is identified during the course ESS will liaise with the Awarding Body and others as necessary to put any new additional requirements into place.

6. ESS Training's Learner Support package

ESS Education and Support Services Learner Support package includes (but is not confined to the following):

- Initial review and assessment during recruitment, enrolment, and registration process. This involves TLMs having discussions with each learner to get to know them; understand their learning needs and learning styles and to identify any form of additional support they may need.
- TLMs then use the information gathered to create an Individual Learning Plan, for each individual learner. This will include any additional support aspects (e.g. physical/equipment; additional mentoring needs for those with mental health issues; time allocations e.g. more time for exams etc.)
- Once Learning commences; the TLM will have regular meetings with the learner to undertake progress reviews; during which they can discuss learner support needs. Based on feedback from these sessions; the quality of theory and practical work produced by the Learner and TLM observations during lessons; the TLM will be able to identify any areas of improvement or adjustment needed, to update the Individual Learning Plan accordingly and to work with the Learner to provide learning to match their learning styles etc.
- Assessors support the TLMs in their endeavours by providing feedback; following lesson observations, assessment of work etc.



- This process is revisited throughout the learning programme: ongoing reviews of needs, learning and progress and adapting lessons plans and delivery styles to ensure all learners can realise their potential through the learning programme.

7. Associated policies

- LESS Learner Recruitment, Enrolment, Registration and Certification Policy
- ESS Centre Approval Withdrawal Policy
- Learner Break in Learning and Withdrawal Policy
- Recognised Prior Learning and Accredited Prior Learning Policy (incl. Transfer of credits)

