

Learner Support Policy

Introduction

Serco Education is committed to supporting learners as they work toward fulfilling their academic, professional and personal potential. Together as staff and learners, we form a community working to facilitate learning within a culture based on mutual respect in which individual rights, responsibilities and diverse needs are promoted.

Scope

This policy is particularly focused on supporting learners to achieve their potential and therefore considers the key barriers that may occur within the learners' experience:

- Special Educational Needs (SEN), including physical impairments
- Emotional needs
- Psychological needs
- Mitigating circumstances

Supporting learners with SEN

Serco Education aims to recruit learners from diverse backgrounds and experiences and we are therefore committed to developing processes to enable learning and progression for all. This might mean that adaptations to teaching, learning and assessment activity are required (wherever relevant and practical) to ensure that all learners are enabled to succeed.

We support all prospective, applicant and current learners. We endeavour to make such practicable and reasonable adjustments for each and every learner with an impairment or additional learning need. Please refer to our *Reasonable Adjustments and Special Considerations Policy*.

Serco Education is proactive with support offered, continuously improving our learner support systems with specific reference to meet the special needs of any learner with visible and hidden impairments. We actively involve the learner in developing a support plan to meet their needs, recognising that active participation develops a sense of belonging and commitment for learners and staff.

Information about learners' needs will be treated with utmost confidentiality and only disclosed to members of staff where necessary to improve learning and support inclusion. Learners will be informed about the management of the information relating to their SEN, and their consent will be sought before sharing any information.

Emotional needs

Serco Education is committed to ensuring that apprentices are entitled to receive education and training free from threat, oppression and abuse. Bullying and harassment are unacceptable and any form of bullying or harassment will not be tolerated. Staff will be available to

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support all learners with emotional needs whether arising from within the Centre or external circles of influence. In line with the detailed Safeguarding Policy, learners are free to discuss concerns in private with Serco Education's staff or Safeguarding Officer.

All Serco Education staff will set a good example to learners and promote mutual co-operation and respect. Serco Education provides specialist advice and guidance on Safeguarding during all programme inductions and through its training provision.

Psychological needs

At times, an individual's mental health may not be as resilient as expected due to varying factors related to modern lifestyles within a global community. Serco Education does not judge individuals in any way based on their resilience to these pressures.

Opportunity to discuss these needs with a member of staff can always be made. Initial and private contact can be made with coaches, facilitators, Programme Managers or Programme Assistants. These will be recorded on the Learner Support Record and any amendments to teaching, learning and submission deadlines will be made (whenever possible).

Depending on the potential for the learner to achieve the relevant qualification within the previously agreed schedule, further discussion, at an appropriate time, will be undertaken to explore the options available to them, including a possible break in learning. This is always discussed with the view that the learner will be able to resume studies and achieve their desired qualification.

Mitigating circumstances

At times, unplanned and severe events occur that may have a significant impact on a learner's ability to meet an assessment deadline. Serco Education understands this and will apply its *Reasonable Adjustments and Special Considerations Policy* when appropriate.

Learner Support and Apprenticeships

NOTE: This information is for apprenticeships and cannot be applied to any other programmes. Please also refer to the latest version of the Apprenticeship Funding Rules (ESFA) document for the most up to date regulations.

Funding is available for learning support on apprenticeships for those learners who have a learning difficulty or disability that directly impacts on their ability to complete the apprenticeship they are studying. Learners wanting to claim funding will need to complete an assessment which evidences their needs and how adjustments would enable them to participate and complete the apprenticeship. Once these have been completed, a plan outlining what adjustments are to be made will be agreed with the apprentice and, with the apprentice's consent, shared with the employer.

Additional funds can also be claimed for learners aged between 16-18 at the start of the apprenticeship, those who have Education, Health and Care Plan (EHCP) or learners who

have been in care. If any of these apply to you, we will arrange an opportunity to discuss the options and start the process.

Appendix A - Learning Support Record

The apprentice has given permission for this information to be shared with staff working on their programme. It must not be shared or discussed with any other staff or learners.

Apprentice Details:	
Name:	
Course:	
Start date:	
Outline of needs (identified by the apprentice):	

Outline of needs

Teaching	Provider

Assessments and exams	Provider
XXXX has an automatic one-week extension for all assignments.	
xxx will receive 25% extra time for any timed exams or essays.	

Date of review (with apprentice):