

LEARNER SUPPORT POLICY

Date to be implemented from:	September 2026
Date to be reviewed by:	August 2027
Version No:	v11
Lead responsibility:	Director

Distribution to:	
All Staff	☒
SLT only	☐
Teaching Staff/Tutors	☐
Administration Staff	☐
Other (please specify)	☒ Learners, Visitors & Partners

Key Contacts:	
Director – William Barrett-Bell Ltd	01438 727667

This Policy supersedes any previous Policy of this name or instructions that pre-date this edition.

LEARNER SUPPORT POLICY

1 Policy Statement

When Learners take up a place, whether by directly applying to Barrett-Bell Ltd or by being referred to the organisation by other providers or partners, Barrett-Bell Ltd has a duty of care towards them which is the responsibility of all Staff to exercise.

This duty of care is enhanced in the case of more vulnerable groups of Learners, such as those with disabilities. There is specific legislation for disability and racial equality and those with protected characteristics, which requires all providers to meet these obligations to ensure that Learners can successfully benefit from their time with Barrett-Bell Ltd. Barrett-Bell Ltd does all it can to ensure that every Learner is successful and can achieve, whatever their background, context and starting point.

2 Principles

- 2.1 Barrett-Bell Ltd also has a duty of care to ensure all employees are safe at work, regardless of location or working style.
- 2.2 The Quality of Teaching is crucial in the support and development of Learners. Barrett-Bell Ltd aims at the highest standard of teaching that supports the best learning and this is the critical building block of Learner support.
- 2.3 Learners come with a range of skills and needs. It is the role of the Teacher/Tutor to assess what each Learner needs and ensure appropriate support is in place. These needs may be personal/emotional/medical or they may be learning needs (SEND, autism) or they may be linked to language development including EAL. Many Learners will have a combination of these needs.

3 Process

- 3.1 Support and guidance may be required by Learners regarding:
 - eligibility issues (work permits, ex-con support, returning to work)

- industry standards, careers and on gaining paid employment
- specific occupational/vocational aspects of the subject
- skills to improve employability (ICT, language, driving, lifestyle choices)
- barriers to learning (SEND, EAL, autism, ADHD)
- the classroom experience (T&L, peer behaviour, assessment etc)
- personal issues relating to equalities (faith, religion, gender, sexuality, race)
- personal issues relating to medical matters (allergies, diabetes, chronic pain, autism)
- personal issues relating to disability (hearing loss, colour blindness, MS)
- personal issues relating to mental health (bi-polar, anxiety, anger management)
- personal issues relating to eating disorders (obesity, anorexia, body shape)
- personal issues relating to substance abuse (alcohol addiction, smoking, drugs)
- personal issues relating to healthy lifestyle (fitness, sport, leisure activities)
- personal issues relating to finance (benefit, accommodation, migration issues)
- personal issues relating to home circumstances (childcare, parental care)

3.2 The above list is not exhaustive and examples are for prompting purposes only. The circumstance of every Learner is unique and many need support on a range of issues which are complex and interlinked. Hence, good practice is looking at the whole picture rather than just one element when helping Learners challenge and barriers to learning.

3.3 Staff are fully qualified to give guidance on their occupational area and the route to employment and or further training

3.4 Staff should ensure Learners are made aware of their first contact point for information for support and guidance whilst at Barrett-Bell Ltd.

- 3.5 Staff should raise awareness among Learners during Induction and ILP reviews the availability of appropriate support services exist that can be accessed.
- 3.6 Staff should always be impartial and equitable and have regard to all issues of equality and diversity, especially when dealing with Learners with protected characteristics.
- 3.7 Staff should adopt strategies that raise Learner's self-esteem, expectations and achievement.
- 3.8 The Teacher/Tutor should ensure they offer guidance via the ILP and assessment on clarifying Learner's current skills, abilities, interests and learning achievements and in identifying their personal and learning needs for their course.
- 3.9 Learners will need Staff guidance on identifying the learning and assessment requirements of their course and on the Learner's own responsibilities in relation to successful completion of their course
- 3.10 Staff may be approached to support Learners in other areas that are more personal – as the first line of support Staff should ensure they are always confidential and empathetic – and offer a range of options for moving forwards (always ensuring if the situation is sensitive that the Learner is at the heart of the decision).
- 3.11 Staff could refer or signpost Learners to a range of other services including:
- the Job Centre Plus
 - back to any commissioning FE institution
 - back to the contract holder
 - to local Council services
 - to Social Services
 - to local Health services or NHS
 - to psychological services including bereavement counselling, anger management, gender reassignment
 - to other counselling and support services

- to financial health support, benefit claims
- to housing services
- to translation services
- to Adult Education courses

- 3.12 If any member of Staff is approached with an issue by a Learner, then the member of Staff must ensure that a suitable and appropriate plan of action is agreed between Learner and the organisation – and the agreed support must be recorded on the ILP for monitoring purposes.
- 3.13 Staff must respect the confidentiality of all Learners of adult age. Where Learners are still of statutory education age or deemed to be a vulnerable adult, then additional Safeguarding procedures must be followed including procedures dealing with abuse, bullying and cyber bullying, violence, harassment, racism, sexism, homophobia etc and balance disclosure and proportionality.
- 3.14 It is Barrett-Bell Ltd's responsibility to ensure that all premises are safe for Learners and there are quiet areas for reflection or 1:1 discussion with Staff.
- 3.15 All Staff must have DBS clearance.
- 3.16 All Staff must be conversant with the Safeguarding Policy and the Prevent Strategy.
- 3.17 All Staff must attend training and moderation/standardisation sessions as required and provided by Barrett-Bell Ltd and its partners to ensure that the Quality of T&L and assessment is maintained at the highest standard.
- 3.17 Any member of Staff who, in conversation with a Learner, suspects any form of abuse must follow the regulations for Safeguarding and inform the Safeguarding Lead as soon as possible.