

PS44 LEARNER SUPPORT POLICY

Policy Number	PS44
Policy Name	Learner Support Policy
Issue Date	June 2024
Review Date	June 2027
Owner	Headteacher
Reviewing Body	Approved by Executive Team, ratification by SGB October 2024

Version	Amendments	Date	Initials	Publish on Website?
0.0	Original	June 2025	AH/ET	Yes
1.1	3 year review			Yes

1.0 Purpose

The policy covers all learners on a learning programme appropriate to their individual levels of ability. Learners are aged 14-19 and all have a diagnosis of Autism.

2.0 Scope

To provide a learner support service involving initial and on-going guidance and support for individual learners to enable them to successfully participate and complete their learning programmes.

To meet the criteria regarding support for learners within the Education Inspection Framework 2019:

- Construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.
- Have the same academic, technical or vocational ambitions for almost all learners.
- Create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents.
- The curriculum and wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.
- At each stage of education, prepare learners for future success in their next steps

3.0 Course Planning

- Ensure that Information, advice and guidance are effective and timely and ensure that learners are on a course that helps them develop new skills and knowledge.
- Staff identify learners' support and additional learning needs quickly and accurately through effective initial assessment, leading to the provision of high quality and effective support to help learners achieve as well as they can.
- Staff are aware of and plan for individual learners' diverse needs in teaching or training sessions and provide effective support, including making reasonable adjustments for learners who have special educational needs and/or disabilities.
- Use information about learners' prior achievement and personal barriers to learning well to plan courses that ensure learners develop new skills and knowledge.
- Improve the quality of the individual learning plans by ensuring that academic and personal development goals are distinctly identified, well defined, personalised and recorded in detail.
- Identify incremental steps leading to these goals which are reviewed and recorded accurately.

4.0 Ongoing Support

- Provide regular feedback and updates on progress being made.
- One tutorial per term on long courses.
- Role of Learning Support Assistant needs to be recorded on lesson plans as evidence of making the best use of the support available.
- Tutors to contact learners that miss sessions to check whether support is required and to support them to catch up on missed work.
- Highlight needs and concerns with Head of Adult Education or Head of Adult Education.
- Identify when learners are at risk of leaving a course and provide them with suitable support.

5.0 Next Steps

- Complete exit questionnaire and next steps.
- Signpost to existing programmes or other providers as appropriate.
- Contact learners 6 months after course completion to check progress on Next steps (if permission has been given by the learner).

6.0 Review

Every three years.