**Learner Support Policy & Procedures**

**Adult Skills Fund (ASF) / DfE-Funded Provision**

**Organisation:** Creative Consulting and Training Ltd
**Version:** 1.0
**Approved by:** *Olushola Isaac - Director*
**Effective date:** *2nd February 2026*
**Review date:** *2nd February 2026*

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## 1. Purpose of the Policy

The purpose of this Learner Support Policy is to ensure that all learners are **supported effectively, fairly, and consistently** before, during, and after their learning programme.

Creative Consulting and Training Ltd is committed to removing barriers to learning and ensuring that learners can **access, participate in, and complete** their programme successfully, in line with:

- Adult Skills Fund (ASF) requirements

- Department for Education (DfE) funding rules

- Hull City Council – Hull Training & Adult Education (HTAE) contractual expectations

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## 2. Scope

This policy applies to:

- All learners enrolled on publicly funded provision

- All delivery staff, tutors, assessors, and support staff

- All stages of the learner journey: pre-enrolment, delivery, completion, and progression

**3. Principles of Learner Support**

Creative Consulting and Training Ltd is committed to the following principles:

- Learners are treated with dignity, respect, and fairness

- Support needs are identified early and reviewed regularly

- No learner is disadvantaged due to disability, health, or personal circumstances

- Support is learner-centred, confidential, and proportionate

- Safeguarding and wellbeing are prioritised

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**4. Types of Learner Support Available**

Learner support may include, but is not limited to:

**4.1 Academic and Learning Support**

- Support with course content and assessments

- Additional explanation or alternative learning approaches

- Study skills guidance

- Assessment adjustments where appropriate

**4.2 Additional Learning Needs and Reasonable Adjustments**

- Identification of learning difficulties or disabilities

- Reasonable adjustments in line with equality legislation

- Adjustments to delivery methods, materials, or assessments

**4.3 Pastoral and Welfare Support**

- Support for learners experiencing personal or wellbeing challenges

- Signposting to external support services

- Flexible learning approaches where appropriate

## 4.4 Careers, Information, Advice and Guidance (IAG)

- Access to independent information, advice, and guidance

- Progression advice (employment, further learning, upskilling)

- Referral to external careers services where required

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## 5. Identification of Support Needs

Learner support needs are identified through:

- Pre-enrolment discussions

- Initial assessment and diagnostics

- Ongoing tutor observation and learner feedback

- Learner self-disclosure

Support needs are reviewed throughout the learner journey and recorded where appropriate.

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## 6. Procedures for Accessing Support

Learners can access support by:

- Speaking directly to their tutor or assessor

- Contacting the learner support or delivery team

- Using published communication channels

Learners are informed at induction about:

- Available support

- How to request help

- Confidentiality and safeguarding boundaries

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## 7. Safeguarding and Escalation

All safeguarding concerns are managed in line with the organisation's **Safeguarding Policy**.

Where a concern is identified:

- Immediate risks are escalated to the Safeguarding Lead

- Appropriate action is taken without delay

- External agencies are contacted where required

All staff receive safeguarding awareness training and understand escalation procedures.

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## 8. Referrals and Signposting

Where a learner requires specialist or external support, *[Organisation Name]* may signpost or refer learners to:

- Health and wellbeing services

- Local authority or community services

- Careers and employment support services

Referrals are made with the learner's knowledge and consent, unless safeguarding requirements dictate otherwise.

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## 9. Complaints, Appeals and Feedback

Learners are informed of:

- How to raise concerns or complaints

- How to appeal decisions

- How to provide feedback

These processes are managed in line with the organisation's **Delegate Complaints and Resolution Process**.

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## 10. Roles and Responsibilities

| Role | Responsibility |
|------|----------------|
| Tutors / Assessors | Identifying and supporting learner needs |
| Delivery Manager | Oversight of learner support arrangements |
| Safeguarding Lead | Managing safeguarding concerns |
| Quality Lead | Monitoring effectiveness of learner support |
| Senior Management | Policy oversight and resourcing |

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## 11. Confidentiality and Data Protection

All learner information relating to support needs is handled in accordance with:

- UK GDPR

- Data Protection Act 2018

- Creative Consulting and Training Ltd's Data Protection Policy

Information is shared only on a need-to-know basis.

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## 12. Monitoring, Review and Continuous Improvement

Creative Consulting and Training Ltd will:

- Monitor learner support through feedback and quality assurance

- Review this policy annually or when funding requirements change

- Use learner feedback to improve support arrangements

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## 13. Related Policies

This policy should be read in conjunction with:

- Safeguarding Policy

- Diversity, Equity and Inclusion Policy

- Equal Opportunities and Disability Policy (Learners)

- Data Protection Policy

- Delegate Complaints and Resolution Process

- Health & Safety Policy