

Learner Support and Additional Needs Policy

Organisation: GLAS Business Solutions

Policy Owner: Quality Manager

Applies to: All staff, associates, contractors

Version: 1.0

1. Policy Statement

GLAS Business Solutions is committed to ensuring that all learners are supported to participate fully, progress effectively, and achieve their programme, regardless of individual circumstances or additional needs.

The organisation adopts a supportive, inclusive and proportionate approach, recognising that learners may experience barriers to learning at different points during their programme.

This policy sets out how learner support needs are identified, recorded, reviewed and addressed.

2. Scope and Learner Context

This policy applies to:

- All learners enrolled with GLAS Business Solutions
- All programmes delivered, including apprenticeships

GLAS Business Solutions delivers provision primarily to adult learners (19+), in workplace, professional or remote learning environments.

Support arrangements are applied proportionately and do not replace employer responsibilities or statutory services.

3. Definition of Learner Support and Additional Needs

Learner support or additional needs may include, but are not limited to:

- Learning support needs (e.g. literacy, numeracy, study skills)

English and mathematics are recognised by Ofsted as potential barriers to learning where learners do not already hold the required level.

At GLAS Business Solutions, support for English and mathematics is embedded within programme delivery for all learners. This includes reinforcement of functional skills, clarification of terminology, and support with understanding written and numerical information relevant to the workplace.

Where learners identify a need for additional English and/or mathematics support, or where they are preparing for functional skills assessments or examinations, further targeted support is provided.

Additional English and mathematics support is recorded in the Learner Support Log only where it goes beyond normal embedded delivery, requires specific adjustments, or involves agreed additional actions.

Embedded English and mathematics support that forms part of standard programme delivery is not routinely recorded in the Learner Support Log.

- Health or wellbeing considerations affecting learning
- Temporary personal or work-related pressures
- Accessibility or reasonable adjustment requirements
- Confidence, engagement or motivation issues

GLAS Business Solutions does not require formal diagnoses in order to provide reasonable support.

4. Identification of Support Needs

Support needs may be identified through:

- Learner self-disclosure
- Initial assessment or onboarding activity
- Ongoing reviews or discussions
- Observations by trainers, assessors or support staff
- Employer feedback (where appropriate)

Learners are encouraged to disclose support needs at any stage of their programme.

5. Recording and Use of the Learner Support Log

Where support needs are identified, they are recorded in a Learner Support Log.

The log is used to:

- Record the nature of the support need (in appropriate, non-medical terms)
- Agree support actions or reasonable adjustments
- Monitor progress and review effectiveness
- Ensure continuity and consistency of support

The Learner Support Log:

- Is confidential
- Is accessed only by authorised staff
- Is managed in line with UK GDPR and Data Protection legislation
- Records support actions, not unnecessary personal detail

6. Support and Reasonable Adjustments

Support may include:

- Adjustments to delivery methods or timescales
- Additional guidance, clarification or resources
- Adjustments to assessment preparation or evidence formats
- Signposting to employer support or external services

Support arrangements are:

- Agreed with the learner
- Proportionate to need
- Reviewed regularly

GLAS Business Solutions will not provide medical, counselling or specialist clinical services, but will support learners to access appropriate help where needed.

7. Roles and Responsibilities

Learners

- Engage with support discussions openly
- Inform GLAS of changes to circumstances where relevant

Trainers, Assessors and Staff

- Create a supportive and inclusive learning environment
- Identify and raise potential support needs
- Implement agreed support actions

Quality Manager

- Oversight of learner support arrangements
- Monitoring of the Learner Support Log
- Ensuring consistency and appropriate escalation

8. Safeguarding and Escalation

Where learner support needs raise safeguarding or wellbeing concerns, these are managed in line with the organisation's Safeguarding and Prevent Policy.

Support logs may be cross-referenced (where appropriate) but are maintained separately.

9. Monitoring and Review

Learner support arrangements are:

- Reviewed during regular learner reviews
- Updated as circumstances change

This policy is reviewed:

- Annually, or
- Earlier if organisational or regulatory requirements change

Formal approval, version control and review dates are managed through the organisation's policy register.