



## **Learning Support Policy**

### **Purpose**

This policy outlines the commitment of KEITS Training Services Ltd. to supporting learners with learning support needs in line with the Equality Act 2010. Our aim is to ensure that all learners have equal access to education, training, and support services, enabling them to achieve their full potential wherever it is safe and possible to do so.

This policy aims to promote an inclusive learning environment that respects diversity and enhance learner retention and success rates.

### **Scope**

This policy applies to all learners engaged with KEITS Training Services Ltd. It covers all training programmes, assessments, and learner support services provided.

### **Policy Responsibility**

This policy will be reviewed annually by the Head of Compliance and is monitored by the Senior Management Team.

### **Definition of Learning Support Needs**

Learning Support needs refer to any additional support requirements a learner may have due to disabilities, specific learning difficulties, mental health conditions, or other barriers to learning. This includes, but is not limited to:

- Dyslexia, dyspraxia, dyscalculia
- Autism Spectrum Disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Visual, hearing, or physical impairments
- Mental health conditions

### **Identifying Learning Support Needs**

- Learners will be encouraged to disclose any learning needs prior to and during enrolment or at any stage of their programme.
- Initial assessments, diagnostic tests, and discussions with learners and if applicable parents (16–18-year-old learners and those with an EHCP), will have the opportunity to have their parents involved in discussions around their learning support needs and the implementation of reasonable adjustments.
- If a learner has a formal diagnosis or evidence of previous or current support requirements this will also be requested to help us to implement accurate reasonable adjustments.
- Trainers will be trained to recognise potential learning needs and either offer direct support or signpost learners to appropriate support.

## Support and Reasonable Adjustments

- Individualised Learning Support Plans will be developed for learners requiring additional support.
- Reasonable adjustments, such as additional time in assessments, assistive technology, modified learning materials, or alternative teaching methods, will be provided where applicable.
- Tutors and assessors will offer one-to-one support, mentoring, or small group sessions as required.
- External support services, including disability and mental health support, will be signposted where necessary.

## Confidentiality and Data Protection

- All information regarding a learner's learning support needs will be handled confidentially and in line with GDPR regulations.
- Data will only be shared with relevant staff members to ensure appropriate support is provided.

## Staff Training and Development

- Staff will receive training on identifying and supporting learners with learning support needs.
- Continuous Professional Development (CPD) will be encouraged to ensure staff remain informed about best practices in inclusive education.

## Monitoring and Review

- Regular feedback will be collected from learners to assess the effectiveness of support strategies.
- This policy will be monitored by the Senior Management Team. If new legislation should be introduced the policy will be reviewed immediately.

## Complaints and Appeals

- Learners who feel their learning needs are not being met can raise concerns through the provider's complaints procedure.
- Appeals regarding reasonable adjustments or support decisions will be reviewed by senior management.

| Location                                              | Title                  | Responsibility | Date Created | Version/updated | Review Date |
|-------------------------------------------------------|------------------------|----------------|--------------|-----------------|-------------|
| Doc Control/Docs/All Company Policies/Learner Support | Learner Support Policy | JLC            | March 23     | 13 / Sep'26     | Oct'28      |

## This cyclical model at KEITS Training Services is a structured approach to Learning Support

### Review:

Monitor the effectiveness of support through.

- learner feedback,
- progress information,
- assessment outcomes
- staff observations.

Update the support plan where needs change, concerns are raised, or adjustments are no longer effective

### Assess:

Identify learning support needs through.

- disclosure,
- enrolment information,
- initial assessments,
- diagnostic activities,
- learner discussions,
- previous evidence or formal diagnosis,
- observations from trainers, tutors and assessors.



**Do:** Put agreed support into practice through.

- Individualised support per learner
- adapted teaching methods,
- accessible resources,
- one-to-one support,
- mentoring,
- small group sessions,
- assessment adjustments
- ongoing communication with relevant staff and, where appropriate, parents or carers.
- Continuous review of support needs/requirements

### Plan:

agree an Individualised Learning Support Plan,

- including reasonable adjustments,
- support strategies,
- assessment arrangements,
- assistive technology,
- staff responsibilities,
- confidentiality requirements and any external signposting.