



Prospect Training Services

Learner Support and Inclusion Policy



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Mandatory User Notes

The requirements in this document are mandatory. A controlled copy of the current version of this document is located in Staff Essentials:

Before using or referencing this document, it is the User's responsibility to ensure that the hard or electronic copy in his/her possession is current. The Document Owner should be contacted for assistance and any feedback.

Document title:	Learner Support and Inclusion Policy			
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Date	Revision	Document owner	Process Owner (Document authoriser)	Consulted
18/09/23	2	Abbey Wicks	Zoe Price	Kate Whereat
05/08/24	3	Abbey Wicks	Zoe Price	Kate Whereat
27/11/25		Abbey Wicks	Abbey Wicks	Sarah Weston

Revision Details			
Revision	Changes	Page	Date of changes
2	Change of process owner from Kate Whereat to Zoe Price	1	18/09/23
2	Addition of SENCO responsible persons	3	18/09/23
2	Changes to Annexe A Learning Support and Inclusion for Learners with SEND	6 & 7	18/09/23
3	Added SEN Code of Practice to Relationships with other policies	3	05/08/24
3	Amended the SVG Policy title to Safeguarding and Child Protection Policy	3	05/08/24
3	Added additional bullet point (5) to Identification of SEN learners	6	05/08/24

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1. **Purpose**

The purpose of this document is to set out in a clear manner the company policy on Learner Support and Inclusion.

The Company must build and maintain a good system of regulation and apply all legislative requirements in order to ensure that we operate effectively and efficiently. The development and maintenance of these corporate qualities are enhanced by the establishment of good working practices and personnel administration.

The aim of this directive is to clearly establish the company policy on Learner Support and Inclusion. To explain and allocate individual responsibilities, issue guidance to individuals and state how we are to implement all pertaining legislation and directives within the Company.

2. **Scope**

This document applies to all operations and employees of PTS that are involved in the delivery and support to young people on our youth programmes.

3. **Relationship with other policies**

This Learner and Inclusion policy should be read in conjunction with other policies and procedures covering Equal Opportunities and Diversity Policy, Safeguarding and Child Protection Policy, Attendance and Behaviour Policy, Information, Advice and Guidance Policy, Bursary Policy and SEN Code of Practice.

Line managers, human resources and occupational health must ensure that personal data, including information about learner support and inclusion matters, is handled in accordance with the organisation's data protection policy/GDPR and child protection protocol.

4. **Definitions**

For the purpose of this document the term "The Company" refers to the Prospect Training Services (Gloucester) Ltd group of companies

5. **Responsible Persons**

Quality Manager
Safeguarding Manager
Contracts Manager
High Needs Coordinator / SENCo
Centre Manager
All staff in connection with youth programmes

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Learning Support and Inclusion Policy

At Prospect Training Services (PTS) our ethos is to value and respect all learners and customers equally and aim to ensure that they all have an equal opportunity to engage in our provision which is set out in our aims and objectives. We seek to offer all learners and customers a broad, balanced, and relevant education enabling them to experience educational success and be fully included in their community. We recognise that some learners and customers will need additional support during part of their programme to enable them to access all elements of their Individual Learning Plan (ILP). We consider their emotional and wellbeing needs and support them to foster resilience to maximise their potential and work towards positive outcomes. In addition, we recognise that some learners and customers will require differentiation or extension work where their abilities are more advanced. This policy falls in line with our local offer.

Aims

- To promote and share good practice across the company and partner organisations including employers, stakeholders, and external support agencies
- Providing learner/customer with a choice of training and development opportunities commensurate with their ability and needs
- Providing effective safeguarding arrangements and support for our staff and learner/customer on site and including remote delivery
- Providing valuable advice and guidance to support the individual pathways of our learner/customer
- Providing visionary and innovative ways of delivering appropriate, relevant, and aspirational learning for all those engaged on programme by promoting independence and resilience to support future progression
- Provide effective guidance and support for learner/customer health and well-being
- To develop and maintain good working partnerships with local employers to provide work experience opportunities and other employer engagement activities that will support learner achievement and progression
- Preparing learner/customer for employment, or further progression, with the aim of producing well rounded individuals who can fit in and contribute to the workplace and society
- Providing an inclusive environment for staff and learner/customer with equality of opportunity and where diversity is respected and celebrated
- Providing teaching and learning that will excite, motivate, and inspire and is inclusive to all learners whether working on site or remotely
- Providing access to a range of diverse teaching and learning resources including virtual learning to support the individual needs of our learners
- Provide relevant and informative CPD to equip staff in the delivery and support of a learner/customer (including high needs learners, adult learners, ex-offenders, children in care (CIC) and care leavers and those where English is not their first language)

Objectives

- Ensure that the referral process is adaptable, inclusive and does not create barriers to initial engagement

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- To deliver core training to enable staff to recognise and react appropriately to differences and the diversity of our learners/customers
- Recognise and remove barriers to participation and therefore increasing learner/customer accessibility and opportunity to learn. Assessing individual needs that will identify resources that are required to participate in remote learning
- Produce an Individualised Learning Plan (ILP) to meet the specific needs of the learner/customer to include additional learner support and resources where required
- Implement positive plans for learners who require this additional level of mentoring support
- To prepare and equip learners with the resources required to sustain a good quality work placement. We do this by delivering enrichment sessions and completing a work ready checklist to assess suitability and identify sector interests
- Continual reviews with learners/customers to discuss achievement and progression, providing an opportunity for them to develop their own learning programmes
- Provide PSD forms that support learners/customers to identify any potential barriers to their participation either in training, at home or in the community and to identify any emotional or wellbeing needs that need to be addressed
- Inform learners/customers of changes which are being implemented as a result of their valuable feedback
- Set aside time for learner forums/meetings and include the response of these, where relevant, into our quality improvement meetings/SAR to enable us to reflect, analyse, improve, and recognise good practice
- To work with partner organisations to support and sustain the participation of learners/customers in our provision
- PTS provide financial support through the bursary fund, where learners are eligible and have specific barriers to participation in education

For us to fulfil the above aims and objectives, PTS will offer a wide range of pastoral support and ensure that a diverse and competent staff team are in place and equipped with the skill set to support all learners/customers that participate in our programmes. This includes a team who are competent in the following areas:

- Health and Safety
- Safeguarding/Prevent
- Equal Opportunities
- SENCO
- Mental Health First Aiders
- Careers Information, Advice and Guidance
- Subject Specific Tutors
- Work Placement Officers
- Learning Support Workers/Mentor
- Promotions and Recruitment
- Learning Support Officers

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Annexe A

Learning Support and Inclusion for Learners with SEN

Identification of SEN learners

- Through our 1:1 initial contact interview, which is supported and guided by our trained SENCO
- Attendance of annual EHCP reviews at the young person's current school or college
- During a supported initial assessment
- In 1:1 tutorials, reviews, and employer interactions
- Through direct observation of learner participation to identify individual learning needs
- Through direct consultation with the local authority SEN team who hold responsibility for the young person
- Direct links with social workers for those learners who are children in care (CIC) or care leavers (CL)
- Direct links with the youth justice team who work directly with young people with offending behaviour

If a special educational need is identified, we would take the following steps:

Learners with EHCP's

If a learner has an EHCP our SENCO will meet with the learner and their family/carer (where appropriate) and assess their support needs and agree a tailored package of support which will enable them to work towards qualifications and achieve their educational and preparing for adulthood outcomes.

Learners without EHCP's

If a learner has additional needs but does not have an EHCP, our SENCO would be available to help assess and identify level of support required.

Teaching and support for learners with SEN

- Bespoke support packages to suit the needs of each learner
- Learner support workers available in classes based on individual need
- Regular 1:1 review for learners to discuss their support needs and make adjustments where necessary
- Adapted learning resources and teaching methods
- Additional support in exams and assessments (dependent on assessment by SENCO)
- Other additional pastoral care including extensive partnership working with other agencies who support the learner
- Applications made to local authorities for high needs top-up funding

Understanding of additional support needs and sharing good practice

- Relevant staff have access to the learners full EHCP and a My Profile is created for each of our learners to give an overview of support needs and learning styles
- Positive Plans are in place for all learners with an EHCP
- Regular learner focus meetings where strategies and good practice are shared, and learner progress is discussed

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- Open communication between teaching staff and learning support team to ensure strategies are shared and implemented
- The whole staff team regularly undertake CPD to upskill in working with and supporting our SEN learners
- PTS high needs support coordinator regularly keeps in touch with parents through reviews and meetings
- PTS high needs support coordinator/SENCO is responsible for the attendance of any EHCP learners and their annual reviews

How PTS plan the support and allocate resources based on individual needs.

Learners with EHCP

- Review of consult from Gloucestershire local authority to agree appropriate level of funding
- Meet with learners and parents/carers to conduct a formal interview to assess individual learner needs
- Assess individual need of the learner and match to appropriate programme
- Allocating the most suitable member of support staff
- Assessing need to allocate any specialist resources required
- Assigning mentor support where required
- Liaise with external agencies to purchase additional support
- Liaise with external agencies and attend multi agency meetings

Learners without EHCP's

- Learning resources supplied based on individual need
- Review of LSW capacity within the classroom and identifying if shared support can be provided
- Contact with previous provision to share historical strategies and good practice to support the learner
- Liaise with external agencies and attend multi agency meetings

Contact with parents and carers

All learners

- Attendance of initial contact interview by parents and carers is encouraged by PTS
- All parents and carers are welcome to be involved in the enrolment process
- Regular weekly contact regarding attendance, behaviour, wellbeing, and progress
- If tutorials are required, parents and carers may be invited or sent an update following the tutorial
- Celebration evenings for Illumin8 where parents and carers can attend
- Open door policy

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