

Learner Support Policy

Field	Description
Document title	Learner Support Policy
Version	V5.1
Author	Internal Quality Assurance Lead
Date issued	12/05/2025
Status	Approved
Approved by	Trustees
Review date	12/05/2026
Document location	Document Control SharePoint – Step Into Learning

1 Introduction

1.1 At Step into Learning (SiL), we are committed to providing comprehensive support services to all learners enrolled in our learning programmes. This policy outlines our approach to learner support, including initial guidance and ongoing assistance, to ensure learners can successfully engage in and complete their chosen programmes.

2 Scope

2.1 This policy applies to all learners participating in learning programmes offered directly by Step into Learning or by external providers subcontracted by Step into Learning. Learners may vary in age, with some being over 19 years old, depending on programme eligibility criteria. Our mission at SiL is to inspire and empower our community through innovative training and support services, encompassing various groups such as older people, the unemployed, minority ethnic groups, low-income families, individuals with low skill levels, adults with disabilities, and carers.



3 Definition

3.1 Learner support involves providing initial and ongoing guidance and assistance to individual learners, aiming to facilitate their successful participation and completion of learning programmes. This support aligns with the criteria outlined in the Education Inspection Framework 2019, focusing on ambitious curriculum design, equitable access to learning opportunities, holistic learner development, and preparation for future success.

4 Policy

Our learner support policy is structured to address the following key areas:

Course Planning:

Effective information, advice, and guidance to ensure learners are on suitable courses.

Prompt identification of learners' support and additional learning needs through robust initial assessment.

Planning courses that consider learners' diverse needs, including reasonable adjustments for those with special educational needs and/or disabilities.

Utilisation of learners' prior achievement and personal barriers to design courses conducive to skill and knowledge development.

Enhancement of individual learning plans with clear academic and personal development goals, reviewed and updated regularly.

Ongoing Support:

Provision of regular feedback and progress updates.

Scheduled tutorials on long courses, typically one per term.

Documentation of the role of Learning Support Assistants on lesson plans.

Monitoring and support for learners who miss sessions, ensuring they catch up on missed work.

Prompt identification and escalation of learners at risk of leaving a course, providing suitable interventions and support.

Next Steps:

Completion of exit questionnaires and guidance on next steps post-course completion.

Signposting to existing programmes or alternative providers, as appropriate.



Follow-up contact with learners six months after course completion, if consent is given, to assess progress on next steps.