

# Learner Support

## Policy, processes and responsibilities

|                |             |
|----------------|-------------|
| Approved by:   | ALM         |
| Approval date: | 09/09/2025  |
| Next review:   | August 2026 |



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# 1. Purpose and Scope

West Sussex Adult Learning Service (ALS) welcomes people from all groups of the local community and is committed to actively promoting equality of opportunity, to ensure all learners achieve success on a learning pathway that supports them to progress to their next steps, fulfil their potential and achieve their aspirations.

The ALS aims to provide advice and guidance to learners and to understand any barriers to learning, prior to enrolling on appropriate courses. We also encourage learners to disclose their needs confidentially at any stage of their learner journey.

It is recognised that barriers to learning can be caused by physical, mental, social, financial, emotional and language factors. This policy applies to all learners with or seeking support for additional learning needs at any point in their learning journey with our service.

In line with the terms of the Equality Act 2010, we are committed to ensuring equal access for learners with disabilities, learning difficulties and medical conditions and we will assess each learner, and where required, provide additional support and make reasonable adjustments to enable learners to attend our classes. This includes (but is not limited to) learners who, for instance, may have:

- A physical disability or difficulty regarding mobility
- Sensory impairment (e.g. vision or hearing)
- Mental health difficulties
- A chronic illness
- Medical conditions that may cause pain or other symptoms which affect studies
- Specific learning differences (e.g. Dyslexia)
- Any other condition which has a significant effect on the ability to learn.

A learner does not have to be registered disabled or have a formal learning difficulty provided there is evidence of need for additional learning support.

ALS expects all staff, including managers, tutors and support staff to follow learner support policies and to show professional curiosity by actively noticing and responding to learners' needs, throughout their learning journeys. This contributes to a learner centred approach and supports wellbeing, safeguarding and inclusion.

## 2. Responsibilities

### 2.1 Learners

It is the responsibility of all learners to self – declare support needs or have their parent/guardian/carer declare on their behalf, as early as possible. Opportunities to declare should arise as part of the enrolment, initial assessment and/or learner review processes.

Learners should attend all classes and any additional support activities, as required, and keep their tutor up to date in case of any changes in their circumstances that may require a review of their support needs.

## 2.2 Tutors

ALS tutors are responsible for:

- Familiarising themselves with this and related policy and procedures regarding learner support, and how to refer and support learners in class.
- Planning and delivering inclusive sessions which consider the needs of all learners, including differentiated activities and providing additional support to learners, in-class, as required.
- Ensuring all learners who need support or access arrangements are referred or signposted to the Curriculum Support Team, as soon as a need is identified.
- Providing support with learner attendance, retention and achievement, assisting learners to achieve their full potential.
- Providing advice and guidance to learners to enable them to progress to their next steps and liaise with the wider adult learning team in instances where further support for signposting is needed.
- Maintaining up to date learner records and retaining any evidence required e.g. learner support referrals, support tracking sheets, exam special considerations/reasonable adjustments.
- Ensuring that, where support is provided, reference is made in the course documentation including schemes of work, lesson plans and Individual Learning Plans (ILPs).
- Engaging in continuing professional development (CPD) linked to inclusion and learner support.
- Reporting any issues or concerns to Curriculum Leads.

## 2.3 Curriculum Leads

Curriculum Leads are responsible for:

- Ensuring that all teaching staff are aware of this policy and related processes.
- Ensuring learners and tutors have access to appropriate support, advice and guidance, including relevant signposting resources.
- Ensuring tutors maintain accurate learner records and course documentation, including any evidence needed for funding purposes.
- Supporting tutors with inclusive teaching strategies and providing feedback linked to this during class visits and observations.
- Reviewing and analysing performance data for learners in receipt of additional learner support.
- Liaising with the Curriculum and Learner Support Co-ordinator when there is a need for exam special considerations and/or reasonable adjustments.

## 2.4 Curriculum and Learner Support Co-ordinator

The Curriculum and Learner Support Co-ordinator is responsible for:

- Overseeing the smooth operation of exam special considerations and reasonable adjustments, ensuring all supporting evidence for access arrangements is current and compliant with awarding organisation requirements.
- Triaging all learner support referrals and determining the appropriate course of action.

- Referring learning support cases to the relevant Curriculum Lead for further consideration, where necessary.
- Leading on all aspects of information, advice, and guidance (IAG) related to learner support.
- Identifying and developing internal and external partnership opportunities to support learners with their education, wellbeing, and progression.

## 2.5 Curriculum Support Team

Curriculum Support Officers are responsible for:

- Ordering curriculum resources as appropriate including resources to support learners who require reasonable adjustments.
- Maintaining invoicing/purchasing requirements.
- Contributing to and maintaining records to evidence learning support claims, ensuring compliance with funding requirements, audit standards, and awarding organisation guidelines.
- Updating and maintaining learner records on LearnerTrack to ensure that the information accurately reflects support needs identified throughout the learner journey.
- Providing reports to Curriculum Leads and Tutors which identify learner support needs.

## 2.6 Programme and Quality Manager

The Programme and Quality Manager is responsible for:

- Monitoring the implementation of this policy.
- Ensuring relevant training and CPD for staff is provided.
- Monitoring the quality of learner support, advice and guidance.
- Analysing performance data and comparing performance of different groups of learners.
- Gathering and analysing learner feedback on the support received.

# 3. Process

## 3.1 Identification of need

At each stage of their learning journey, learners are encouraged to disclose any learning needs or any changes in their circumstances that may affect their learning. Every effort is made to make use of information in a timely manner to support effective enrolment, induction and delivery and to support attendance, retention, progress and achievement.

At any stage of their learning journey, we encourage learners to request support by speaking to their tutor and/or a member of the wider ALS team.

If a learner discloses a learning difficulty or disability, the details are recorded on LearnerTrack.

An identification of need can take place at any stage in the learning journey. When registering their interest or enrolling on an ALS course, learners are encouraged to disclose any disability, learning difficulty, accessibility need or health concern.

Once enrolled on a course, this will be reflected on our MIS system, LearnerTrack. Reports will be pulled off the system at regular intervals by the Curriculum Support Team who will flag any identified needs to Curriculum Leads and tutors.

Tutors should review reports, prior to the start of the course and use this to inform their group profile. Where appropriate, and where time permits, tutors should establish contact with learners to discuss any identified needs to ensure that any reasonable adjustments can be made and/or to establish their normal way of working. Where required, tutors can request further support and guidance from their Curriculum Lead and/or the Curriculum and Learner Support Co-ordinator.

If a support need is identified or disclosed at any other point during the course, tutors and/or Curriculum Leads should complete and submit a Support Enquiry Form (see appendix 1) to [Adult.Learning@westsussex.gov.uk](mailto:Adult.Learning@westsussex.gov.uk)

Throughout this process, learners need to be made aware of any referrals and fully involved in ongoing discussions about their support needs.

### 3.2 Provision of support

Once a learning need has been identified, the tutor, Curriculum and Learner Support Co-ordinator and/or Curriculum Lead will discuss any support requirements with the learner. They will listen carefully, considering their individual needs and aspirations.

To help identify and provide the required level of support, we may ask for further evidence, such as:

- An Education Health and Care Plan (EHCP)
- A medical report
- Results of specialist testing conducted by qualified professional in their field

The learner's normal way of working will be established, and support will be designed which supports and develops the learner's own strategies.

Where a learner declares a support need, we will endeavour to ensure the right level of support is provided. Examples of support may include (but not be limited to):

- Providing learning materials that are inclusive and suit individual needs e.g. large print handouts, use of coloured paper, emailing handouts in advance, audio formats etc.
- Advice on physical access to our buildings and facilities.
- Provision of support equipment and assistive technology such as large key computer keyboards, large computer screens, magnifying sheets, hearing loops, coloured overlays, voice recorders etc.
- Ensuring that teaching is differentiated in terms of times and delivery methods.
- Provision of physical/ mobility support e.g. adapted furniture.
- Workshops for additional support.
- Information and advice on courses and possible progression routes.

WSCC ALS can provide support and make reasonable adjustments for learners with learning or disability needs. WSCC ALS cannot assess for and/or diagnose a learning difficulty or disability. We are also unable to refer learners for external assessments.

Learners identified as having a severe learning difficulty or profound and complex needs will be supported to find an alternative provision, where sufficient support is available.

## 4. Access to Buildings

We do our best to make sure that the buildings we use have disabled access, but this is not always possible and sometimes an alternative room or venue may not be available. In such circumstance, we will utilise the information, advice and guidance available to signpost learners as appropriate.

When enrolling on our courses, learners should inform us of any access difficulties they may have so that we can try to make any reasonable adjustment required to enable them to attend the course.

If a learner joins a class and has a disability which may impact upon their ability to evacuate the building in an emergency, they must tell their tutor as soon as possible. The tutor will complete a Personal Emergency Evacuation Plan (PEEP) with the learner, to ensure we can support them appropriately in the case of a fire, for instance.

All our learning venues are risk assessed however we encourage our learners to feedback their experiences whilst learning at our venues to their tutors and/or wider ALS staff.

## 5. Specific Learning Differences

Learners who know that they have specific learning differences (e.g. Dyslexia, Dyscalculia, Dyspraxia etc) should let us know as soon as possible. Once a learner declares a specific learning difference, we'll discuss individual needs and normal ways of working so that we can provide the appropriate level of support.

If a learner thinks they may have specific learning differences, we can make adjustments that may help and we can also arrange for adjustments to be made in exams, if necessary, however we cannot arrange for a formal diagnosis/assessment.

If a specific learning difference is identified or disclosed, this should be noted on the group profile and a Support Enquiry Form should be completed and submitted to the Learner and Curriculum Support Co-ordinator for review and triage.

## 6. Reasonable Adjustments for Controlled Assessments and Exams

Where access arrangements are required for exams/external assessments, including reasonable adjustments and special considerations, the referral process, via the Support Enquiry Form, is the same.

More information can be found in the WSCC ALS [Reasonable Adjustments, Special Consideration and Extenuating Circumstances Policy 2024-25](#)

## 7. Financial Support (adult learners aged 19+)

Limited funding may be available to adult learners enrolling on courses who may otherwise be discouraged from joining or staying on a course for financial reasons. In these situations, funding may be available to help with:

- A contribution, usually up to 50%, towards travel based on how far a learner lives from the delivery venue. Travel support will only be considered where the delivery venue is not within a reasonable walking distance or there are other mitigating factors to consider (e.g. mobility issues).
- Books and equipment (only if these are a compulsory part of a course)
- Educational visits

Financial support is always conditional on learners remaining on the course, maintaining an attendance level as per our minimum overall attendance rate of 87% and complying with our learner code of conduct. Learners who do not meet these conditions may be required to return equipment and any funding support they have received.

To receive financial support, learners must meet set eligibility criteria. Eligibility does not mean an automatic entitlement to receive support as funds are very limited. No guarantee can be given that funds will be available when an application is submitted. If there is a high demand on funds, financial support may be given at a reduced rate.

Learners must meet the residency requirements and be eligible for funding as per the Department for Education's [Adult Skills Fund Funding Rules](#).

Financial support will be awarded on a case-by-case basis. To be considered for support, learners must:

- Be earning below £25,750
- Be in receipt of means tested benefits e.g. Universal Credit, Employment and Support Allowance, Income Support, Job Seekers Allowance
- If the learner is an Asylum Seeker, they must be:
  - based in West Sussex,
  - seeking leave to remain
  - have a valid photographic ID and a UK bank account

Applications for financial support must be made via the Travel Support Application Form (appendix 3) and submitted via email to [adultlearning.management@westsussex.gov.uk](mailto:adultlearning.management@westsussex.gov.uk) Evidence of low income and/or benefits must be attached to the application.

Applications will be considered and assessed by the Curriculum and Learner Support Co-ordinator and a decision will be made within 5 working days and communicated to the learner via email.

There are no deadlines for support applications however learners are strongly advised to apply as soon as their course starts. Applications are assessed on a first come first served basis, subject to availability of funds.

Any questions or appeals to decisions should be emailed to [adultlearning.management@westsussex.gov.uk](mailto:adultlearning.management@westsussex.gov.uk). Appeals to decisions will be considered by the Programme and Quality Manager.

As a newly established and developing service, WSCC ALS are working to finalise policies and processes for the provision of financial learner support. Where we are currently unable to provide support, or if learners do not meet our eligibility requirements, we will endeavour to signpost learners as appropriate. Examples include signposting to:

- [WSCC Community Hub](#) for information about the Household Support Fund.
- [WSCC Digital Inclusion, Access and Safety Partnership](#) for support to access low-cost devices and data.
- Information about [childcare options and funding](#).
- Information on [travel discounts and concessions](#).

## 8. Staff Development

WSCC ALS is committed to ensuring that all teaching and support staff are appropriately trained, and that teaching practice is inclusive.

We are committed to ensuring that all staff are aware of their responsibilities, fully understand how to provide support to learners and integrate inclusive learning into their delivery.

We provide information to staff and ensure that training is available on a regular basis, including facilitating the sharing of best practice across curriculum teams during curriculum team meetings, tutor conferences and staff development days.

## 9. Confidentiality

In accordance with the Disability Discrimination Act 1995 and the Equality Act 2010, WSCC ALS has a duty to make reasonable adjustments accordingly and to treat all learners equally. Information on a disability cannot be passed on to third parties without explicit informed consent from the learner. If a learner requests complete confidentiality, information cannot be passed on within the service from that point.

We will not share any sensitive information with any external organisations unless consent has been gained. The exception being under the needs of safeguarding which should be explained to the student. Where there is a safeguarding concern, information must be passed to the Designated Safeguarding Lead (DSL) who will contact the learner.

## 10. Linked Policies/Documents

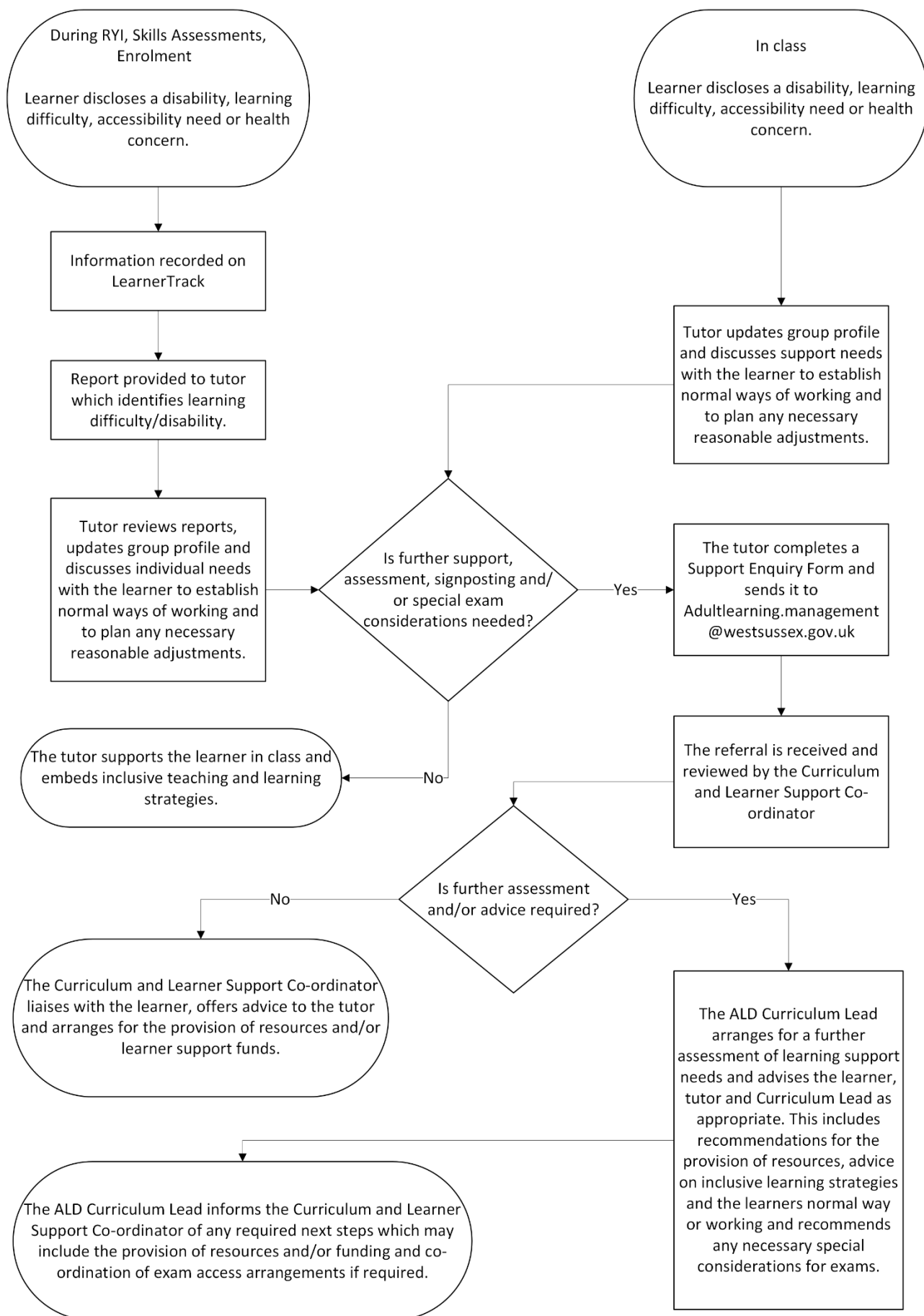
- Reasonable Adjustments, Special Consideration and Extenuating Circumstances Policy (exams policy).
- Safeguarding and Prevent Policy and Process.
- Learner Code of Conduct
- Learner Handbook
- Tutor Handbook
- Attendance Policy
- Information, Advice and Guidance (IAG) Policy

## 11. Access to this Policy

All WSCC ALS staff can access this, and all related policies, within the [Policy Hub](#) on the WSCC Adult Learning Service SharePoint.

Learners can request a copy of this policy from their tutor or by emailing [Adult.Learning@westsussex.gov.uk](mailto:Adult.Learning@westsussex.gov.uk)

## Appendix 1: Learning Support Identification and Referral Process



## Appendix 2: Support Enquiry Form

### For Use by Adult Learning Tutors and Curriculum Leads – 2025/26

Effective support plays a vital role in promoting learner success and ensuring equality of opportunity by addressing learners' needs and removing barriers to learning. Please complete this form if you are working with a learner who may require further support to fully participate in their course and achieve their intended outcomes.

#### 1. Learner Information

|                             |  |
|-----------------------------|--|
| <b>Learner's Full Name:</b> |  |
| <b>Course Title:</b>        |  |
| <b>Tutor Name:</b>          |  |
| <b>Date of Referral:</b>    |  |

#### 2. Support Required

- ☐ Course/Progression Information, Advice & Guidance - e.g., careers advice, course progression, funding options.
- ☐ Pastoral support - e.g., barriers to attendance, personal challenges, motivation losses.
- ☐ Wellbeing support: e.g., signposting to mental health services, stress management, activities to reduce isolation and build confidence.
- ☐ Hardship support: e.g., signposting to cost of living support, digital access, housing support, childcare funding, travel support.
- ☐ Reasonable adjustments: e.g., learning difficulties, physical or sensory impairments, exam access arrangements. See section 5.
- ☐ Other support: please note safeguarding concerns must be reported via the [Safeguarding Report Form](#).

#### 3. Current Impact on Learning

Please describe how the identified challenges are impacting the learner's participation and/or progress, and the urgency of the referral.

|  |
|--|
|  |
|--|

#### 4. Previous Actions Taken

Please outline any support or discussions already undertaken with the learner:

#### 5. Reasonable Adjustment Request Details

Reasonable adjustments are intended to enable learners to access assessments and receive recognition of their achievement, as long as the equity, validity and reliability of the assessment can be assured. These arrangements are not concessions that make assessment easier for, or offer advantages to, certain learners.

Please indicate the type(s) of adjustment(s) you are requesting:

- ☐ Extra time    ☐ Reader    ☐ Scribe    ☐ Use of assistive technology
- ☐ Modified paper (e.g. large print, coloured paper)
- ☐ Separate room    ☐ Rest Breaks    ☐ Unknown
- ☐ Other (please specify): \_\_\_\_\_

#### 6. Reason(s) for Request

Please provide a clear rationale for the requested adjustment(s). Include details of the learner's normal way of working, or any known learning difficulties, disabilities, physical or mental health conditions, and how it affects the learner's ability to complete assessments under standard conditions.

*Provide as much detail as possible to support the application.*

#### 7. Supporting Evidence

Is supporting evidence available and attached to this form? Tick which applies.

- ☐ Yes    ☐ No (if not, please explain why on page 3)

*Examples of evidence: medical letter, EHCP, support plan, report from educational psychologist, professional observations etc.*

Explanation if no evidence provided:

|  |
|--|
|  |
|--|

## 8. Tutor or Curriculum Lead Declaration

I confirm that the information provided is accurate to the best of my knowledge and that the learner has been consulted about this referral.

|                   |  |
|-------------------|--|
| <b>Name:</b>      |  |
| <b>Signature:</b> |  |
| <b>Date:</b>      |  |

## 9. Learner Consent & Preferred Contact Method

I give my consent for the information to be shared with the adult learning support services for the purpose of applying for reasonable adjustments.

|                                     |  |
|-------------------------------------|--|
| <b>Learner Name:</b>                |  |
| <b>Signature:</b>                   |  |
| <b>Date:</b>                        |  |
| <b>Preferred contact method (s)</b> |  |

*Submit this form and relevant supporting evidence to [adultlearning.management@westsussex.gov.uk](mailto:adultlearning.management@westsussex.gov.uk). For further guidance, please refer to the WSCC ALS policies on learner support and reasonable adjustments. You will receive a response to the referral form within 10 working days.*

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**For completion by the Curriculum & Learner Support Co-Ordinator.**

## 10. Further Information

Is learning support required?

☐ Yes      ☐ No

If yes, please state the learning support/reasonable adjustments required and the action that will follow.

Is the learner sitting an exam or controlled assessment?

☐ Yes    ☐ No

If yes, does the referral form provide sufficient information to apply for reasonable adjustments with the awarding body?

☐ Yes    ☐ No

Is approval required by the awarding body for the reasonable adjustments? Please tick which applies.

☐ Yes    ☐ No

Is learner support required?

☐ Yes    ☐ No

If yes, please state the learner support required and the actions that will follow. State when the support will be reviewed and who by.

**11. Curriculum & Learner Support Co-ordinator:**

|                   |  |
|-------------------|--|
| <b>Name:</b>      |  |
| <b>Signature:</b> |  |
| <b>Date:</b>      |  |

## Appendix 3: Travel Support Application Form (Adults 19+)

Please complete this form when you need financial assistance for travel to attend your course. Travel support is discretionary and subject to available funds. We may not be able to provide support in all cases. We reserve the right to request evidence to support your application, in line with [Adult Skills Funding rules](#).

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### 1. Learner Information:

|                                |  |
|--------------------------------|--|
| <b>Learner's Full Name:</b>    |  |
| <b>Course Title:</b>           |  |
| <b>Tutor Name:</b>             |  |
| <b>Course start/end dates:</b> |  |

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### 2. Travel Details & Support Requested

**Travel mode – please select all that apply:**

- ☐ Public transport – bus      ☐ Public transport – train  
☐ Other: \_\_\_\_\_

Distance to venue (miles/km): \_\_\_\_\_

Estimated weekly travel cost to attend course: £ \_\_\_\_\_

Please provide a brief description of how travel costs impact your course participation (describe your circumstances and why support is required).

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### 3. Eligibility:

Travel support will be awarded on a case-by-case basis. To be considered, you must:

- Be earning below £25,750 per year.
- Be in receipt of means tested benefits e.g. Universal Credit, Employment and Support Allowance, Income Support, Job Seekers Allowance.
- If you are an Asylum Seeker, you must be:

- based in West Sussex,
- seeking leave to remain
- have a valid photographic ID and a UK bank account

Where funds are available, a contribution, usually up to 50%, can be awarded to support with travel costs based on how far you live from the delivery venue.

Travel support will only be considered where the delivery venue is not within a reasonable walking distance or there are other mitigating factors to consider.

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#### 4. Declarations & Privacy

- I confirm that all information provided is accurate and complete.
- I understand if I submit false information, or fail to provide the necessary supporting evidence, my application will not proceed and WSCC Adult Learning Service may reclaim any funding already allocated to me.
- I understand making an application does not guarantee I will be awarded any funding.
- I understand that any payments will not start until I am enrolled, and attendance is confirmed. I also understand funding awarded is subject to maintaining high levels of attendance, punctuality, behaviour and a commitment to the requirements of the course.
- I understand that if I withdraw from my course WSCC Adult Learning Service will review the support awarded and remove as necessary.
- I understand it is my responsibility to inform the DWP about any learner support I am receiving from WSCC Adult Learning Service, as travel support payments may affect my eligibility to state benefits.
- I understand that this application covers only my current course, and I must reapply if I need travel support for any future courses.
- I agree that evidence documents may be viewed by relevant WSCC Officers to make a decision about my application.

**Learner Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Thank you for completing this form. Please submit your application and attach supporting evidence to [adultlearning.management@westsussex.gov.uk](mailto:adultlearning.management@westsussex.gov.uk). Evidence of low income and/or benefits must be attached to the application.

Applications will be considered and assessed. A decision will be made within 5 working days and communicated to the you via email. Any questions or appeals to decisions should be emailed: [adultlearning.management@westsussex.gov.uk](mailto:adultlearning.management@westsussex.gov.uk).

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## WSCC Adult Learning Service Use Only

(To be completed by staff upon receipt):

**Support approved?** ☐ Yes ☐ No

**Evidence checked?** ☐ Yes ☐ No

**Duration:** \_\_\_\_\_ weeks/months / from DD-MM-YYYY to DD-MM-YYYY

**Specific award and details, including decision rationale – please state:**

|  |
|--|
|  |
|--|

|                    |  |
|--------------------|--|
| <b>Staff Name:</b> |  |
| <b>Signature:</b>  |  |
| <b>Date:</b>       |  |