

# First Intuition Learning Support Policy

## 1. Purpose

This policy outlines the commitment of the training provider to ensure all learners receive appropriate, timely, and effective learning support. The aim is to remove barriers to learning, promote independence, and enable every learner to achieve their full potential.

## 2. Scope

This policy applies to:

- All learners enrolled on any programme delivered by the training provider
- All staff involved in teaching, assessing, supporting, or managing learners
- All delivery locations, including online, and classroom settings

## 3. Principles

The training provider is committed to:

- Creating an inclusive learning environment where diversity is valued
- Ensuring equitable access to learning opportunities
- Providing support that is personalised, respectful, and responsive
- Encouraging learner independence and self-advocacy
- Maintaining confidentiality and dignity at all times
- Complying with relevant legislation, including the Equality Act 2010 and data protection requirements

## 4. Identification of Support Needs

Support needs may be identified through:

- Initial assessment and induction activities
- Diagnostic assessments
- Self-disclosure by the learner at any stage
- Referral by tutors, assessors, employers, or support staff
- Ongoing review of progress and performance

Learners are encouraged to disclose any needs early, but support will be offered at any point during the programme.

## 5. Types of Support Available

Support may include, but is not limited to:

### 5.1 Academic Support

One-to-one study skills coaching

- Literacy, numeracy, and digital skills support
- Additional tutorials or guided learning
- Assistive technology guidance

## 5.2 Learning Difficulties and Disabilities Support

- Reasonable adjustments as far as possible within the requirements of the professional bodies (e.g., adapted materials, extra time, alternative formats)
- Support for dyslexia, ADHD, autism, mental health conditions, or physical disabilities
- Liaison with external agencies where appropriate

## 5.3 Pastoral Support

- Guidance on managing workload, motivation, and confidence
- Signposting to external wellbeing or financial support services
- Support with balancing learning, work, and personal commitments

## 5.4 Workplace Support (where applicable)

- Wherever possible, and with the learner's consent we will work with employers to ensure a supportive environment

## 6. Delivery of Support

Support will be:

- Tailored to individual needs
- Reviewed regularly to ensure effectiveness
- Documented appropriately in learning plans or support plans
- Learners will be involved in all decisions about their support.

## 7. Responsibilities

### 7.1 Learners

- Raise any requests for learning Support with their First Intuition Coach
- Engage with support offered
- Communicate any changes in needs
- Attend scheduled support sessions

### 7.2 Staff

- Promote an inclusive culture
- Identify learners who may benefit from support
- Record and review support interventions
- Maintain confidentiality and professionalism

## 8. Confidentiality and Data Protection

All information relating to support needs will be handled sensitively and stored securely in line with data protection legislation. Information will only be shared with relevant staff and with the learner's consent, unless required by law.

## 9. Monitoring and Review

The training provider will:

- Review support plans regularly with learners
- Collect feedback from learners and staff
- Monitor outcomes and achievement rates
- Review this policy annually to ensure it remains effective and compliant

# LEARNING SUPPORT POLICY

## 10. Complaints and Appeals

Learners who feel their support needs have not been met may use the organisation's complaints or appeals procedures. All concerns will be addressed promptly and fairly.