



# LEARNER GUIDANCE AND SUPPORT POLICY 2025



**Approved by:** Mica Coleman Jones

**Date:** 01.09.25

**Next review due by:** 01.09.2026

**Approved by trustees:** 25.11.2026

**Signed by Chair of  
Trustees**

*DM Costley*

## CONTENTS

Contents.....	1
Foreword.....	1
1. Aims, scope, and principles.....	1
2. Implementation.....	1
3. Staff Responsibilities.....	2
3.1 Head of Provision.....	2
3.2 Teaching and Learning Staff.....	2
4. Protection of Learner Interests in the Event of Withdrawal.....	3
5. Monitoring.....	3

## FOREWORD

Lilya's Clarendon School and Lilya's Goldsmith School are both sites for Alternative Provision. Whilst neither site holds school status, they are often referred to as schools for the benefit of students.

## 1. AIMS, SCOPE, AND PRINCIPLES

The purpose of this policy is to ensure that all students receive the necessary advice, guidance, and support in order to optimise their achievement on courses that are completely appropriate to their needs.

All students will receive advice or information specific to the course on which they wish to enrol. All students will receive an initial and diagnostic assessment and an induction.

The Lilya Lighthouse Education Trust (LLET) endeavours to make the courses and learning as accessible as possible, in line with our Diversity, Equity, and Inclusion Policy.

This policy covers all learners and all academic, learner support, and enrolment staff who are involved in learner guidance and support.

## 2. IMPLEMENTATION

1. All learners will be encouraged to disclose their additional support needs before starting a course.

2. Each student will have a Learner Profile, which captures their individual learning and communication needs. Staff will monitor learners during the course and amend the Learner Profile as and when needed. Learner profiles are co-written with students and their families.
3. Additionally, information on the support available to students will be provided during the induction process and displayed on the student page of the website as well as on noticeboards.
4. Learning Support will be included in the staff induction process. Staff will also have relevant information in their handbooks.
5. Senior leaders and the school SENDCO will liaise regularly with staff to discuss individual learner progress and the provision of support.
6. Learning support will be provided on an appropriate basis, which will include 1:1 support, group support, classroom support, specialist assessment, drop-in sessions, IT support, and specialist equipment.
7. All learners will have access to flexible learning, careers guidance information and photocopying and printing. Staff will be on hand to assist, advise, and support students and provide induction sessions on the computers.
8. Careers guidance will be available to all students and prospective students from a fully qualified and experienced Careers Adviser.

### 3. STAFF RESPONSIBILITIES

#### 3.1 HEAD OF PROVISION

The Head of Provision will ensure that:

- All staff are involved in termly course review meetings where appropriate.
- All learners will receive regular and constructive feedback from staff on their progress.
- Progress of learners will be clearly documented.
- Drop in/study skills workshops will be offered to all students.
- All learners will receive comprehensive advice on progression routes.
- Basic Skills awareness training will be made available to all staff who require it.

### 3.2 TEACHING AND LEARNING STAFF

The following are the joint responsibility of staff in Learner Support and Teaching & Learning:

- All learners will have the opportunity to evaluate the advice, guidance and support they have received.
- Support Staff will regularly monitor provision through: learner, tutor and curriculum lead feedback, line management meetings and achievement data.

### 4. PROTECTION OF LEARNER INTERESTS IN THE EVENT OF WITHDRAWAL

LLET is committed to safeguarding the interests of all learners registered for Open Awards qualifications. In the unlikely event that LLET withdraws from delivering Open Awards programmes, or if Open Awards ceases to offer a qualification, we will ensure that learners are supported to complete their studies with minimal disruption.

To protect learner interests, we will:

- Inform all affected learners promptly, in writing, of the circumstances surrounding the withdrawal.
- Provide clear information about the options available, including timelines and implications.
- Where possible, continue to deliver teaching, assessment, and support until all registered learners have completed their programmes.
- Ensure that assessment and verification processes are completed in line with Open Awards requirements.
- Provide impartial advice, guidance, and wellbeing support to help learners make informed decisions about their next steps.
- Ensure no learner is disadvantaged academically or financially because of withdrawal, wherever possible.
- Act in accordance with Open Awards' withdrawal and learner protection policies, as well as the requirements of Ofqual and other relevant regulators.

Where completion at LLET is not possible, work with Open Awards to identify alternative providers offering the same or equivalent qualifications. We will support learners with the transfer process, including the provision of records of achievement and other necessary documentation.

## 5. MONITORING

This policy is reviewed every year by the Head of Provision and the board of trustees.