

Learner Support and Inclusion

Policy Statement (Introduction & Ethos)

This policy applies to Impact Futures Group and all its trading brands, including but not limited to Tend, The Childcare Company, Captiva and First Response First Aid (FRFA), hereafter collectively referred to in this document as “Impact Futures Group” or “we/us/our”. Where a policy is not applicable to all brands or entities, this will be clearly stated within the document.

1.1 At Impact Futures Group, we strive to provide high-quality, inclusive and accessible education and training that enables all learners to participate, achieve and progress successfully. We are committed to creating a learner-centred environment where individuals are valued, respected and supported to fulfil their aspirations.

2. Introduction and Ethos

2.1 We recognise that learners may experience barriers relating to learning difficulties, disabilities, neurodiversity, mental health and wellbeing needs, language requirements, socio-economic disadvantage, caring responsibilities, safeguarding vulnerabilities or other personal circumstances. We are committed to identifying and removing barriers through timely, effective and person-centred support

2.2 Learners who require additional learning support will be provided with high-quality, personalised support throughout their learner journey, including pre-transition, enrolment, programme delivery, assessment, end-point assessment, progression and positive destination outcomes.

2.3 We are committed to meeting our responsibilities under the Equality Act 2010 and the SEND Code of Practice, ensuring learners can access reasonable adjustments, assistive technology, specialist support and inclusive teaching, learning and assessment practices.

2.4 Impact Futures Group collaborates with learners, employers, curriculum teams, safeguarding professionals, local authorities, external agencies and healthcare professionals to coordinate effective support and improve learner outcomes.

3. Our Commitment

3.1 We promote equality of opportunity, inclusion and accessibility by identifying and removing barriers to learning, participation and achievement. Through a strengths-based, learner-centred and trauma-informed approach, we support learners to develop confidence, independence and resilience, enabling them to achieve their goals and progress into positive destinations.

3.2 We are committed to early identification of support needs, inclusive teaching, learning and assessment practices, reasonable adjustments, effective support planning, collaborative partnership working and regular review of support interventions to ensure learners receive timely and appropriate support throughout their learner journey.

4. Scope and Purpose

4.1 This policy applies to:

- (i) The learners and customers of Impact Futures Group
- (ii) All employees (on all basis).
- (iii) Employers (organisations that work in partnership with us).
- (iv) Suppliers (external partners who are in receipt of and/or provide Impact Futures Group training/delivery).
- (v) External stakeholders and visitors

5. Context

5.1 This policy has been developed in accordance with the Equality Act 2010 and reflects Impact Futures Group's commitment to inclusion, accessibility and equality of opportunity. It is informed by relevant legislation, regulatory requirements and best practice guidance relating to additional learning support, safeguarding, wellbeing and learner achievement.

5.2 Impact Futures Group recognises that learners may require additional learning support (ALS) at any stage of their learning journey. We are committed to removing barriers to participation, achievement and progression through inclusive practice, early intervention and coordinated support.

5.3 Learner support and inclusion are the responsibility of the whole organisation. All colleagues, employer partners and specialist support services have a role in creating an inclusive environment that enables learners to achieve positive outcomes.

5.4 Impact Futures Group recognises that some learners may require additional support to access learning and achieve their goals. This may include, but is not limited to:

- (i) Learners with learning difficulties or disabilities.
- (ii) Neurodivergent learners.
- (iii) Learners with mental health or wellbeing needs.
- (iv) Learners with EHCPs.
- (v) Care-experienced learners and care leavers.
- (vi) Learners with English as an Additional Language (EAL).
- (vii) Learners experiencing social, economic or digital disadvantage.
- (viii) Learners with safeguarding vulnerabilities.
- (ix) Learners with dual or multiple exceptionalities.

The Aspire Team provides specialist advice, guidance and interventions to support learners with identified or emerging support needs. The team works collaboratively with curriculum teams, development coaches, employers and safeguarding colleagues to promote inclusion and remove barriers to learning.

6. Appendices

6.1 Appendix 1: Related Policies and Documents

- I. IFG12 Aspire Overview
- II. WO007 Safeguarding and Prevent Duty Policy
- III. QUO19 Access Arrangements and Reasonable Adjustments Policy

- IV. Delivering Excellence Strategy 2025-2026
- V. Delivering Excellence Framework
- VI. Quality Professional Development Programme Learner Enrolment Journey Procedures
- VII. QU018 E-Safety Policy
- VIII. QU001.2 Exam and Invigilation Policy

6.2 Appendix 2: **Learning Support Pathways**

Learners may access support through self-referral, referral by colleagues, employer referral, assessment outcomes or identified need during programme delivery. Support may include learning support planning, reasonable adjustments, neurodiversity support, wellbeing support, safeguarding-informed interventions, assistive technology, EAL support and referral to external specialist services.

Divisional Glossary

EHCP	Education Health Care Plan	EAL	English as an Additional Language
ALS	Additional Learning Support	SEND	Special Educational Needs and Disabilities
BSL	British Sign Language	EPA	End Point Assessment

Document control

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Signed	M. Rogers
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