



Primary Goal

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Version Control			
Version Number	Reviewer Name	Comments	Date
1.1	Joanne Nolan	Reference to updated EIF and SEND Reforms.	06/08/2026
1.1	Joanne Nolan	Quality Manager changed to Head of Quality	06/08/2026
1.1	Joanne Nolan	Addition of Inclusion & Accessibility screener, cognitive assessment, learner profiles and wider pastoral support team, as part of early identification process.	06/08/2026
1.1	Joanne Nolan	Addition of graduated approach and ALS reviews as part of tailored support and planning.	06/08/2026
1.1	Joanne Nolan	Addition of 'Learning with Limits' website as part of Staff Training and CPD.	06/08/2026
1.1	Joanne Nolan	Addition of Universal Design for Learning in Inclusive Curriculum Delivery.	06/08/2026
1.1	Joanne Nolan	Learner Support Group changed to Wider Pastoral Support Team.	06/08/2026
1.1	Joanne Nolan	Addition of Inclusion in Action case studies and AiVii in Monitoring and review.	06/08/2026

1.1	Joanne Nolan	KPIs identified	06/08/2026
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Learner Inclusion and Support Strategy (LISS) 26/27

The aim of this strategy is to ensure inclusivity across our organisation, to ensure we effectively support all learners to achieve, belong, participate, progress and thrive.

Consideration of the SEND Code of Practice, SEND Reform: Putting Children and Young People First, The White Paper: Every Child Achieving and Thriving and the updated Education Inspection Framework (EIF), with regards to the three key principles of achieve, belong and thrive, have all been used to inform the development of this strategy, to enable apprentice success across all apprenticeship programmes.

Primary Goal are committed to providing ongoing support to learners with particular requirements and aspires to eliminate discrimination. On this basis, we ensure accessible services and make appropriate adjustments, where required, to facilitate Learners in completing the course/programme as independently as possible. Our staff are committed to contributing to this practice and the overall aims are to assist learners in managing their individual situation and create a more accessible learning and assessment environment for all.

For this to be achieved, we aim to determine learners' particular requirements and requests for the provision of access arrangements at an early stage.

In making sure all Learners are treated fairly and equity and accessibility to education is promoted, we aim to:

- Ensure the access to fair assessment and practice are understood and complied with by any personnel involved in delivery and assessment and also by Learners.
- Promote equality in relation to the provision of the learning programme and delivery and assessment of the qualification.
- Adhere to related procedures and regulations regarding reasonable adjustments to assessment and special consideration.
- Ensure buildings and assessment sites used for delivery and assessment are accessible to all Learners, as far as is practicable.
- Request permission for the implementation of specific adjustments from the awarding body where required.
- Ensure appropriate equipment/personnel (technological equipment or any assistant personnel, i.e. reader, scribe, practical assistant, etc.) is available for selected adjustments to delivery and/or assessment.

Learners have the right to raise any issues related to the implementation of access arrangements or make a formal complaint to our Head of Quality, Joanne Nolan.

Vision and Commitment

Primary Goal is committed to:

- Providing services to which all learners, partners and clients are entitled regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex, or sexual orientation.
- Making sure our services are delivered equally and meet the diverse needs of our learners, partners, and clients.
- Taking steps to ensure equity amongst our learners, partners, and clients such as removing any unlawful obstacles to accessing our services or facilities. Where appropriate, measures will be taken to identify and remove unnecessary barriers and to meet the special needs of disadvantaged or underrepresented groups.
- Embed a clear mission statement supporting inclusion and accessibility.
- Publicly commit to the Equality Act 2010 and SEND Code of Practice (0-25 years).
- Appoint a **Learner Support Lead/Coordinator** responsible for strategic oversight and implementation.

To help us track the effectiveness of our provision and ensure we support all learners appropriately, we aim to achieve the following KPIs:

- 100% of learners to complete PGs Inclusion & Accessibility screener as part of enrolment, to establish starting points and any identified needs or barriers.
- 95% of learners who self-refer to ALS support to be contact by ALS Lead within 5 working days.
- 95% of learners identified as needing additional support have an agreed support plan within 10 working days of disclosure/referral.
- 90% of referrals which required external support, actioned within 10 working days.
- 95% of learners reporting they know where/how to access support.
- 90% of learners reporting they feel included, respected and supported.
- 75% retention rate of learners with SEND or ALS need.
- 80% first time pass rate of learners with SEND or ALS Need.
- 60% of learners with SEND or ALS need achieve higher overall grade.
- 100% of coaches/trainers receive annual inclusion and accessibility CPD.

Identification and Early Support

Early identification of support needs is vital, in order to facilitate this we will:

- Implement an **Initial Needs Assessment** during onboarding (e.g. using BKSB, Learning Needs Analysis, screening tools).
- Encourage the completion of an '**Inclusion and Accessibility Screener**' as part of enrolment to further understand learners needs and circumstances.
- Make available a **cognitive assessment** tool for learners to support learning styles and needs.
- **Train staff** to recognise signs of SEND/Neurodiversity and how to refer for further support.

- Develop a **Referral Pathway** for further assessment or external support (e.g. EHCP liaison).
- Create **Learner Profiles** to ensure all relevant information is captured and shared effectively with coaches and trainers to support accessible delivery and tailored support.
- Where required the **Wider Pastoral Support Team** will provide guidance and support for any identified learner needs from enrolment through to completion for both the learner and staff.

Tailored Support Planning

Every learner is unique, and the support we provide will be based upon their own individual needs, to do this we will:

- Develop and review **Individual Learning Plans (ILPs)** that reflect learner needs and reasonable adjustments.
- Use **Apprenticeship Learning Support Funding (LSF)** appropriately and transparently.
- **Collaborate** with employers to co-create support strategies in the workplace.
- Implement the **Graduated Approach** when initiating learner support plans, ensuring these are reviewed regularly through ongoing progress reviews with coaches, learner and employer and where required an **ALS review** will be completed with the ALS lead, this will ensure support is adapted, increased where required and removed where appropriate to promote learner independence.

Staff Training and CPD

Ensuring our staff are appropriately trained and supported to meet the varying needs of their learners is vital, to ensure this we will:

- Deliver mandatory **SEND awareness** training for all staff.
- Offer **CPD** on neurodiversity, mental health, inclusive technology, and differentiation.
- Develop a **Learner Support Toolkit** for trainers and coaches, including resources and teaching strategies.
- Provide ongoing support and advice through the introduction of a new '**Learning without Limits**' website.

Inclusive Curriculum Delivery

Equity and accessibility to education is paramount, Primary Goal will:

- Ensure **teaching, learning, and assessment** are accessible (e.g., use of assistive tech, multi-modal delivery).
- **Monitor** progression and adapt interventions regularly.
- Provide access to **specialist support** where needed (e.g., dyslexia tutor, mentor, mental health first aider).
- Embed the concept of **Universal Design For Learning (UDL)** within the creation of all resources and materials.

Reasonable Adjustment

A reasonable adjustment helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation. Reasonable adjustments must not affect the validity or reliability of assessment outcomes, but may involve:

- changing usual assessment arrangements.
- adapting assessment materials.
- providing assistance during assessment.
- re-organising the assessment physical environment.
- changing or adapting the assessment method.
- using assistive technology.

Reasonable adjustments must be approved by a Senior Manager / Lead IQA and be set in place before the assessment process begins. The work produced following a reasonable adjustment must be assessed in the same way as the work from other learners. The learner may not need, nor be allowed, the same adjustment for all assessments.

Examples of reasonable adjustments can include, (but is not limited to):

- Allowing extra time e.g. assignment extensions.
- Use of coloured overlays.
- Readers / scribes.
- Assessment material on coloured paper.
- Using a different assessment location.

Communication and Collaboration

Clear, concise and effective communication between colleagues, the wider team and where required external support will ensure that learners can be effectively supported, to support this Primary Goal have:

- An established **Wider Pastoral Team**, which brings together ALS, Safeguarding, Mental Health and Quality who meet quarterly to collaborate, share good practice, identify trends and review progress and cases to identify areas for improvement and offer support.
- Developed **partnerships** with external agencies and will continue to develop these (e.g., LA SEND teams, CAMHS, Arch Initiative).
- Established channels to capture **learner voice**: surveys, focus groups, 1-to-1s to inform support development.

Monitoring and Review

Regular scrutiny and review ensures that Primary Goal will always strive to develop and improve the experience for our learners, we will:

- Use data to track outcomes and support impact (e.g., retention, progress reviews, EPA outcomes).

- Regularly review policies (Learner Support, Safeguarding, Equality and Diversity, Reasonable Adjustments).
- Prepare for Ofsted by evidencing support strategies, outcomes, and impact.
- Create '**Inclusion in Action**' case Studies to effectively capture support, collaboration, learner voice and impact in one place.
- Use **AiVII** platform to share top level data and information at board level for scrutiny.

Employer Engagement

Strong employer engagement is key to ensure learners are supported both in the learning environment and the workplace to ensure success, we will strive to:

- **Educate** employers on SEND awareness and their duties under the Equality Act, via regular updates and newsletters.
- Provide **practical guidance** on workplace adjustments, via professional conversations, progress reviews and learning materials.
- Include **Learner Support discussion** in tripartite reviews and progress meetings.

Funding and Compliance

Primary Goal will continue to meet the expectations and requirements of relevant legislation by:

- Ensuring correct use and claims of **Learning Support Funding** (LSF) and keep evidence.
- **Aligning** Learner Support provision with DFE guidance and Ofsted expectations.
- **Reporting** regularly to leadership on SEND learner success and risks.

Continuous Improvement

A key focus is to always be mindful of potential areas for improvement, being reflective and regularly reviewing our provision ensures we will continue to offer the best possible service to our clients. To do this we will:

- **Benchmark** against best practice (e.g. OFSTED, ETF).
- Use feedback and complaints data to **refine** support.
- Audit provision annually and develop a **Learner Inclusion and Support Improvement Plan**.
- Use findings to inform ongoing **QIP**.

This strategy should not be viewed in isolation and is supported further by Reasonable Adjustments policy, EDI Policy and Learner Voice Policy.

Review

Primary Goal will continue to review the contents of this document and review annually