



Engineering & Training Services

Additional Support Policy



respect
people and value their diversity

Authorised for issue:	Author: Elaine Kelt Author Position: Head of Quality PEQF	Approver: Alan Ovenden Approver Position: PEQF Contract Director
Purpose:	This policy reflects our commitment to respond to the needs of our learners and sets out our objective for improving the service offered to further develop levels of maths and English.	
Audience:	Anyone working on behalf of PEQF Babcock, sub-contractors, employer and learners.	
Scope:	Raising skills levels of learners and providing support to those who wish to improve their current skills	
Version:	1	Issue date: 13/01/2021
Last modified:		Review due: 13/01/2022
Reference number:	C617P	
Cross-referenced policies:	C002 Equality, Diversity and Inclusion Policy, for Babcock employees C002P Learner Equality, Diversity and Inclusion Policy C922P Teaching, Learning and Assessment Policy C197P Learner Welfare and Safeguarding Policy	
Further information:	Please contact your Progression Development Coach for more information on our commitment to providing additional support.	

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Policy statement

Babcock is committed to maintaining and improving the economic and social wellbeing of all people that live and work within the UK and fully recognises the contribution it must make to ensure learners with additional support needs reach their full potential.

This policy and procedure sets out our objective for improving the service offered to further develop levels of maths and English.

Aims of this policy

Babcock will:

- Offer a friendly, accessible, and responsive service and ensure all learners are treated with respect and have equal opportunity to achieve.
- Make certain all learners have their individual needs accessed on entry and that the appropriate level of support and challenge is provided throughout their programme.
- Provide learners with a personalised learning plan which will be monitored throughout the learning programme.
- Provide a wide range and level of skills development and resources through the programme, determined by initial screening, diagnostic testing and skills scans.
- Raise the awareness and skill level of staff to meet the needs of learners through appropriate Continuous Professional Development.
- Work in partnership with the employer to remove barriers and provide learners with the skills and knowledge to enhance personal development, behaviour and welfare.
- Further develop Functional skills provision through continuously improving the quality of the service we provide.

Levels of learner support

We will provide learners with:

- A wide range of attractive and accessible learning resources and opportunities appropriate for all skill levels, including self-study and one to one support.
- Flexible opportunities for assessment.
- The opportunity to up-skill to higher level qualifications or progress through the levels.
- An increased access to technology – learners will be given access to flexible learning and assessment opportunities via the internet or will be provided with fully equipped study spaces.
- The support of progression Development Coaches who are trained to give them the skills too:



- Identify learners with functional skills needs
- Demonstrate respect and sensitivity to the learner
- Maintain an awareness of the range of support and training available to learners with functional skills needs
- Ensure learning, assessment and resources provided fully meet the needs of the learner
- Provide appropriate Information, Advice and Guidance and signposting to other external, specialist organisations and study materials available

Delivery

Every learner will be assigned a Progression Development Coach who is responsible for:

- Supporting learner progression.
- Setting goals and targets which are specific, measurable, achievable realistic, and time-bound.
- Deliver tailored support.
- Signpost to further learning materials and resources where necessary.

Continuous improvement

Babcock is open to new ideas and welcomes any suggestions or feedback from learners on how to further improve Functional Skills delivery.

We will continually review our learning materials and content to ensure it is up to date, relevant and relatable.