

B P I F
TRAINING

ADDITIONAL LEARNING SUPPORT POLICY

B P I F TRAINING LIMITED

Version 1.0 | Effective July 2026

Policy owner	Head of Quality & Performance
Approved by	Managing Director
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1 POLICY STATEMENT

BPIF Training is committed to providing an inclusive learning environment where all learners have the opportunity to participate, progress and achieve their full potential.

We recognise that some learners may require additional support during their learning journey due to a disability, learning difficulty, health condition, neurodiversity, personal circumstance or other barrier to learning. We are committed to identifying these needs at the earliest opportunity and providing appropriate support to help learners succeed.

Additional Learning Support (ALS) is designed to remove or reduce barriers to learning, promote equality of opportunity and enable learners to access training, assessment and progression opportunities effectively.

2 PURPOSE

The purpose of this policy is to:

- ◆ Ensure learners receive the support they need to achieve their learning goals.
- ◆ Promote equality, diversity and inclusion.
- ◆ Identify support needs as early as possible.
- ◆ Remove barriers to learning and participation.
- ◆ Provide a clear framework for accessing support.
- ◆ Support learner wellbeing, engagement and achievement.
- ◆ Ensure compliance with relevant legislation and funding requirements.

3 SCOPE

This policy applies to:

- ◆ Apprentices
- ◆ Adult learners
- ◆ Commercial learners
- ◆ Employers involved in apprenticeship programmes
- ◆ Tutors, assessors and coaches

- ◆ Prospective learners
- ◆ Quality and support staff
- ◆ Contractors and associates delivering training on behalf of BPIF Training

The policy covers all stages of the learner journey, including:

- ◆ Recruitment and enrolment
- ◆ Induction
- ◆ Teaching and learning
- ◆ Progress reviews
- ◆ Assessment activities
- ◆ Gateway preparation
- ◆ Progression and destination support

4 WHAT IS ADDITIONAL LEARNING SUPPORT?

Additional Learning Support (ALS) refers to any support provided to a learner who may need assistance to access learning, participate fully in their programme or achieve their learning objectives.

Support may be required for a variety of reasons, including:

- ◆ Learning difficulties
- ◆ Disabilities
- ◆ Neurodiversity
- ◆ Mental health needs
- ◆ Medical conditions
- ◆ Visual, hearing or physical impairments
- ◆ Literacy, language or numeracy needs
- ◆ English as an Additional Language (EAL)
- ◆ Personal or welfare circumstances affecting learning
- ◆ Temporary injuries or illnesses

Support requirements can vary from learner to learner and may change throughout a programme.

5 OUR COMMITMENT

BPIF Training is committed to:

- ◆ Treating all learners fairly and with respect.
- ◆ Providing timely and appropriate support.
- ◆ Creating an inclusive and accessible learning environment.
- ◆ Encouraging learners to disclose support needs without fear of discrimination.
- ◆ Maintaining confidentiality and dignity.
- ◆ Monitoring the effectiveness of support arrangements.
- ◆ Working collaboratively with employers and external agencies where appropriate.

6 IDENTIFYING SUPPORT NEEDS

Learners are encouraged to disclose any support requirements as early as possible. Support needs may be identified through:

- ◆ Application and enrolment forms
- ◆ Initial assessment activities
- ◆ Diagnostic assessments
- ◆ Learner self-disclosure
- ◆ Tutor observations
- ◆ Employer discussions
- ◆ Progress reviews
- ◆ Medical or professional reports
- ◆ Referrals from external agencies

A learner does not need a formal diagnosis to access support. Support needs may be identified at any point during the learner journey.

7 TYPES OF SUPPORT AVAILABLE

Support provided will depend on individual needs and circumstances. Examples may include:

LEARNING SUPPORT

- ◆ One-to-one learning support
- ◆ Study skills development
- ◆ Literacy, language and numeracy support
- ◆ Time management and organisational support
- ◆ Academic coaching

ACCESSIBILITY SUPPORT

- ◆ Accessible learning materials
- ◆ Alternative formats for resources
- ◆ Assistive technology
- ◆ Adapted learning activities
- ◆ Support with digital learning platforms

WELLBEING SUPPORT

- ◆ Pastoral support
- ◆ Mental health and wellbeing guidance
- ◆ Signposting to specialist services
- ◆ Welfare support and referrals

ASSESSMENT SUPPORT

- ◆ Reasonable adjustments
- ◆ Additional time where permitted
- ◆ Alternative assessment arrangements
- ◆ Specialist equipment or software
- ◆ Assessment support guidance

Further information regarding assessment arrangements can be found in the BPIF Training Reasonable Adjustments Policy.

8 SUPPORT PLANNING

Where a support need is identified, BPIF Training may:

- ◆ Discuss requirements with the learner.
- ◆ Undertake further assessment of needs.
- ◆ Agree a support plan.
- ◆ Implement reasonable adjustments where appropriate.
- ◆ Liaise with employers and external agencies where necessary and with consent.

Support plans will be reviewed regularly to ensure they remain effective and continue to meet the learner's needs.

9 CONFIDENTIALITY AND DATA PROTECTION

Information relating to a learner's support needs will be treated confidentially and managed in accordance with:

- ◆ UK GDPR
- ◆ Data Protection Act 2018
- ◆ BPIF Training Privacy Notice
- ◆ BPIF Training Data Protection Statement

Information will only be shared with individuals who need it to provide appropriate support or where there is a legal or safeguarding requirement to do so.

10 ROLES AND RESPONSIBILITIES

BPIF Training will

- ◆ Promote an inclusive culture.
- ◆ Identify support needs wherever possible.
- ◆ Provide appropriate support arrangements.
- ◆ Monitor learner progress and wellbeing.
- ◆ Review support arrangements regularly.
- ◆ Train staff to recognise and respond to support needs.

Tutors and assessors will

- ◆ Encourage learners to discuss support needs.
- ◆ Identify barriers to learning.
- ◆ Implement agreed support strategies.
- ◆ Monitor learner engagement and progress.
- ◆ Refer learners for additional support when required.

Learners will

- ◆ Inform BPIF Training of support needs where they feel comfortable doing so.
- ◆ Engage with agreed support arrangements.
- ◆ Attend support sessions where appropriate.
- ◆ Communicate if circumstances change.

Employers will

- ◆ Support apprentices in accessing agreed support.
- ◆ Work collaboratively with BPIF Training.
- ◆ Raise concerns if additional support needs become apparent in the workplace.

11 SAFEGUARDING AND WELFARE

Where a learner's support needs raise concerns relating to safeguarding, wellbeing or welfare, staff will follow the appropriate BPIF Training safeguarding procedures.

Learner safety and wellbeing will always remain a priority.

12 MONITORING AND REVIEW

BPIF Training will monitor the effectiveness of Additional Learning Support through:

- ◆ Learner feedback
- ◆ Reviews and progress discussions

- ◆ Achievement and progression data
- ◆ Quality assurance activities
- ◆ Employer feedback

This information will be used to continuously improve support arrangements and learner outcomes.

13 RELATED POLICIES

This policy should be read alongside:

- ◆ Equality, Diversity and Inclusion Policy
- ◆ Reasonable Adjustments Policy
- ◆ Safeguarding Policy
- ◆ Privacy Notice
- ◆ Data Protection Statement
- ◆ Complaints Policy
- ◆ Careers Information, Advice and Guidance Policy

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BPIF TRAINING

COMMITMENT TO LEARNER SUCCESS

BPIF Training believes that every learner should have the opportunity to thrive. We are committed to providing high-quality support that enables learners to overcome barriers, develop confidence, achieve their goals and progress successfully into further learning or employment.