

COMPANY POLICY



NAME OF POLICY: Guidance and Support Policy

PURPOSE OF POLICY

This policy aims to set out the support available for each individual learner. It concentrates on appropriate guidance and support from pre-programme entry, to programme commencement and throughout training and development and includes support into employment or another progression destination on training end.

SUPPORT STRUCTURE

To support this process Michael John Academy have the following designated staff:

- Recruitment & Move-On Coordinator
- Functional Skills Specialist
- Designated Vocational Trainer/Assessors
- Employer/ placement Liaison Officers
- Pastoral Support Officer
- Designated Safeguarding Officer
- Health & Safety Officer
- Equality & Diversity Officer

Each of these roles will look at supporting learners to develop, progress and achieve their programme objectives.

GUIDANCE & SUPPORT

PRE-ENTRY

The pre-entry process is led by our Recruitment & Move-On Coordinator who will collect learner applications and arrange for recruitment interview

A potential learner will attend the 'interview' and a pre-assessment form is completed and the following assessments are carried out.

- Face to face interview
 - Learning styles questionnaire

All individual support needs that have been identified within these processes are recorded on the pre-assessment form and the learner will be advised on the most appropriate training programme for their needs.

Learners identified as having Additional Social and/or Learning needs are also scheduled to see (as appropriate)

- Functional Skills Manager – who will talk to the learner and schedule

diagnostic activity to identify the areas of Literacy and/or Numeracy that will require support.

- Pastoral Support Officer – who will talk to the learner and arrange for questionnaires/assessment to be completed to identify the personal and social development targets that will require support.

During the induction process, all learners will undertake the BKSB assessment. Following on from this, learners identified as requiring additional support with English/Maths will be endorsed, following the company endorsement procedures, which includes Learning Support Funding and a package of support will be put in place. Learners will undertake a review of their support needs every 3 months.

All APL and/or support needs will be itemised on the learners **INDIVIDUAL LEARNING PLAN**.

ON PROGRAMME COMMENCEMENT

Prior to attending their first class each learner will have been **INDUCTED** into the company and into their placement/ employer salon. Induction will clarify the support structure for the learner and help to ensure on-going access to appropriate guidance.

On commencement, each learner will have been allocated a designated **TRAINER/ ASSESSOR** who will be responsible for supporting, reviewing, updating and recording their progress throughout training.

THROUGHOUT TRAINING

Generally on week four of a learner's programme, their trainer/assessor will carry out an Initial Assessment ILP review. This review will look at how they are coping with theory and practical delivery, how their support needs are being addressed and how they feel about the programme choice. The Initial Assessment section of the ILP review sheet will be completed to confirm that the programme, vocational area and NVQ Level is appropriate for the learner.

Regular Individual Learning Plan review

Learner review is vital to ensure that targets are being met and the learner is being appropriately supported.

On a six weekly **ALTERNATE** times schedule learners will have their ILP reviewed **ON AND OFF-THE-JOB**. Salon ILP reviews are led by Placement Liaison Officer/s and **MUST** include participation from both learner and placement supervisor.

In-centre ILP review is carried out with the learner and their designated trainer/assessor. The ILP is updated to include progress made, new targets and details of the support received and support still required.

Those learners who are in receipt of LSF or pastoral support will have their ILPs updated within these processes as appropriate.

ON TRAINING END

The exit review process is led by the Recruitment & Move-On Coordinator who will contact learners prior to, or directly following, departure (in the case of unexpected early leavers).

This 'Move-On' review will consider the learners employment/ progression prospects and will offer support to learners if they are not going straight into employment or continuing in their employer salon.

Learner destination will be recorded and learners will be asked for feedback about the training they received and whether they would have any recommendations for improvement.

EXCEPTIONAL LEARNER SUPPORT

Occasionally it is identified that a learner may require exceptional learning support i.e. specialised equipment/ interpreters/ signers etc. In this situation MJA staff will notify the Chief Executive who will request additional funding and procure appropriate resource via our funding body.

SOME EXAMPLES OF LEARNER SUPPORT AVAILABLE FROM MICHAEL JOHN ACADEMY

Learners identified as having support needs can access the following as a **minimum**

- **1-1 Trainer/Assessor support**
- **SKILLS FOR LIFE Literacy/ Numeracy support from Entry level to Level 2 delivered by highly qualified professionals**
- **Learner LIBRARY resources**
- **Wider curriculum – development of life-skills**
- **Pastoral support tailored to individual needs**
- **Individual learning packages**
- **Flexibility for Theory time or Practical time allocation**
- **Increased ORAL Assessment - rather than written criteria**
- **Specialised equipment/ materials as appropriate**
- **Use of I.T. Resource within centre**
- **Increased use of WORK-BASED ASSESSMENT**
- **Modified training aids/ resources to suit i.e. large print etc**
- **Regular review of support and guidance received.**
- **PHOTOGRAPHIC facility to enhance portfolio presentation**
- **Access and use of external agencies - Counseling, Housing, Drugs Advisory, Family planning etc.**
- **Use of PHOTOCOPYING facilities to reproduce work missed.**
- **Designated Safeguarding Officers**
- **Accreditation of Prior Learning process**

Should you wish to discuss any of the issues mentioned above or require this document in another language, large print, different font, Braille or audio, the College will be only to happy to arrange this, in the first instance please contact the Michael John Academy Pastoral Team

This policy will be reviewed annually as per the company policy review schedule.

Signed and verified: **January 2018**

By Pastoral Support Officer Catherine Cave.....

*This policy can be made available in larger type.

VERSION NO 4.