



Access to Services

Jan 2025

The Life Skills Project provides personalized private tuition and group learning opportunities for young people, including those with additional needs. Our mission is to empower learners to achieve academic milestones, develop essential life skills, and build independence in a supportive and accessible environment.

By addressing the unique needs of individuals and fostering a culture of respect and understanding, the policy ensures that every child and young person, regardless of their background, circumstances, or however they experience the world, is valued, supported, and empowered to thrive.

Status & Review Cycle: Statutory Annual

Next Review Date: January 2026

The Life Skills Project Access to Services Statement 2025

It is essential to uphold ethical and professional responsibilities to create an accessible, supportive, and respectful process to access services provided by The Life Skills Project, that prioritizes the individual needs and wellbeing of all young people. Every effort should be made to ensure learners and their families feel valued, heard, and empowered throughout the process. Families should feel confident that their needs and perspectives will be respected and that their young person will be supported with care and understanding.

This policy provides staff and tutors with a clear framework for managing access to services provided by The Life Skills Project and addressing additional needs effectively. It outlines how The Life Skills Project ensures access to tailored learning opportunities, while working collaboratively with families and carers to support each learner’s unique strengths and challenges. Our goal is to create an accessible environment where every learner can thrive.

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Aims

- To ensure that learners, regardless of their abilities or circumstances, can access our services
- To provide tailored support to meet the diverse needs of learners, including those with disabilities, sensory needs, or communication challenges

- To maintain an inclusive culture that values and respects the individuality of every learner and their family
- To comply with relevant accessibility legislation and guidance, including the Equality Act 2010

Our Approach

- **Learners & their Needs:**

The Life Skills Project caters to young people with a range of additional needs, including but not limited to autism, ADHD, anxiety, dyslexia, sensory processing challenges, and social communication difficulties. Each learner's unique strengths and requirements are assessed to ensure the right support can be provided.

- **Individualized Support:**

We offer tailored learning plans designed to promote emotional wellbeing, communication, social understanding, and functional academic skills. Learners' progress is regularly reviewed with input from their families, carers and professionals, as appropriate and required.

Access to Services Process

- **Initial Consultation:**

Families and carers are encouraged to book an informal consultation session to discuss and explore how our services align with the young person's needs and goals.

- **Assessment & Suitability:**

Following the consultation, learners may participate in a trial session to assess their engagement and identify the most suitable learning format (one-to-one tuition or group learning, as well as online or in-person).

- **Collaboration:**

Families, care givers and other professionals are key partners in our process. We work closely with them to ensure expectations are clear and aligned.

Physical Accessibility

- Venues for private tuition and/or group learning sessions will be selected based on their accessibility, including wheelchair access, parking, and proximity to public transport, where possible. In the instance that a venue cannot meet the accessibility requirements of an individual, then an alternative means of accessing private tuition and/or group learning sessions can be provided. Alternatively, arrangements for an alternative venue can be made, which may require changes or a reasonable delay in finalising arrangements for private tuition and/or group learning sessions.
- Furniture, equipment, and classroom layouts will be adapted to meet the needs of learners with physical disabilities or mobility challenges when and where appropriate. See the above point for additional information regarding cases where this isn't possible
- Quiet and sensory-friendly spaces will be available for learners who require breaks or sensory regulation

Digital Accessibility

- Materials such as presentations and worksheets can be made available in alternative formats (e.g., large print or simplified or adaptive font) when required
- Tutors can receive training on using assistive methods to support learners during online sessions

Communication Accessibility

- All communication aims to be clear, concise, and tailored to the needs of learners
- Visual aids, alternative communication methods (e.g. PECS), can be provided where appropriate
- Staff will actively listen to feedback from families, care givers and other professionals to improve accessibility in all areas

Supporting SEND Learners

- Sessions will be designed with sensory considerations, minimizing noise and visual distractions where possible. As well as in consideration of specific special educational needs and disabilities and additional learning and support needs.
- Individualized Learning Plans (ILPs) will incorporate strategies to support attention, engagement, and emotional regulation
- Flexible scheduling and pacing will be offered to accommodate learners' unique needs.

Training & Awareness

- Staff and tutors will undergo training in supporting young people with additional needs

Monitoring & Review

- Accessibility measures will be regularly reviewed to ensure they meet the needs of learners

- Feedback from learners, families, carer givers and other professionals will inform improvements and updates to this policy
- The policy will be reviewed annually by The Life Skills Project to ensure compliance with current legislation and best practices

Group Learning Dynamics

- Our group learning sessions are intentionally small, typically up to 4 learners, to foster accessibility and personalized attention. Groups are carefully formed to create a positive learning environment that supports each participant's development.
- Learners demonstrating significant challenges within the group environment may be recommended to enrol in a private tuition program. This may better suit the needs of the young person and may also be used as a means to facilitate reintegration into group learning; if this is an agreed desired outcome.

Key Commitments

- **Accessibility:**

We are committed to creating an equitable and respectful environment where all young people feel valued.

- **Holistic Development:**

Beyond academics, we emphasize life skills such as communication, time management, independence, and confidence-building to prepare learners for real-world success.

- **Families, Care Givers & Other Professionals:**

Regular feedback, progress reviews, and access to meet-up and workshops ensure a strong partnership between The Life Skills Project and the families, care givers and other professionals we support.

Monitoring & Development

- Each learner has a personalized plan that is reviewed regularly to reflect their growth and evolving needs.
- Staff engage in continuous professional development, including training in neurodiversity, sensory integration, and communication strategies, to deliver the highest quality support.

Additional Notes

- The Life Skills Project is a community interest company and do not require an EHCP for enrolment. However, we specialise in meeting the needs and adapting learning to young people with EHCPs as part of their tailored learning journey.
- Private tuition scheduling is flexible to meet the needs of families, care givers and other involved professionals.
- Group learning timetables remain as flexible as possible to meet the needs of families, care givers and other involved professionals. However, due to the number of attendees, it is expected that there could be more limitation to this flexibility.

For more information please contact The Life Skills Project at:

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