



# Student Support Policy

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Tree of Life Educational and Therapeutic Ltd  
(SEMH Alternative Provision with Therapy-Led Practice)

Review date: 19/9/2025

## 1. Policy Statement

Tree of Life Educational and Therapeutic Ltd is committed to providing outstanding student support that recognises the unique needs of learners with Social, Emotional, and Mental Health (SEMH) challenges. We place therapies at the forefront of our practice to ensure that all learners are supported holistically—academically, emotionally, socially, and therapeutically.

This policy outlines our approach to:

- Information, Advice and Guidance (IAG)
- Initial Assessment and Induction
- Unique Learner Number (ULN)
- Withdrawal

## 2. Information, Advice and Guidance (IAG)

We are committed to providing impartial, high-quality information, advice, and guidance both before learners join Tree of Life and throughout their time with us.

Our IAG is:

- Therapeutic and trauma-informed, ensuring the emotional needs of learners are considered in decision-making.
- Accessible, presented in ways that suit learners' abilities and communication preferences.
- Individualised, supporting learners to explore options, make decisions, and set goals that are realistic and aspirational.

- Ongoing, recognising that SEMH needs may change over time and that support must be responsive.

### **3. Initial Assessment and Induction**

Tree of Life ensures that all learners receive a non-discriminatory Initial Assessment to identify their learning, therapeutic, and personal needs. This process allows us to create an accurate and realistic personalised plan that integrates both education and therapy.

Through the Initial Assessment, Tree of Life will:

- Conduct interviews and discussions to involve learners actively in the process.
- Identify learning difficulties or SEMH needs that require additional support.
- Consider personal circumstances (such as trauma history, family background, or health needs) that may affect learning and engagement.
- Use multiple forms of evidence, including therapist input, to create a well-rounded profile.
- Recognise occupational skills, interests, and preferences.
- Place learners on the most appropriate programme to meet both academic and therapeutic needs.
- Provide clear feedback on the outcomes of assessment.
- Ensure learners are given access to information and guidance to understand their options.
- Support learners in making informed decisions about their learning journey.

### **4. Unique Learner Number (ULN)**

- The Unique Learner Number (ULN) is a 10-digit number used in England, Wales, and Northern Ireland to track learning and qualifications.
- While learners may choose not to have a ULN, it is required for recording data on a Personal Learning Record.
- As an approved Centre, Tree of Life will:
  - Obtain and validate the ULN for each learner.
  - Provide validated ULNs to Open Awards as part of the registration process.
  - Validate any ULN supplied directly by a learner prior to submission.

Further information on ULNs is available at:  
[www.learningrecordsservice.org.uk/products/uln/](http://www.learningrecordsservice.org.uk/products/uln/)

### **5. Withdrawal**

Student Withdrawal

- Where a student withdraws before completing all required outcomes, Tree of Life will ensure that achievements to date are recognised.
- Learners will be awarded a Certificate of Unit Credit for all completed units, in line with

awarding organisation procedures.

#### Centre Withdrawal

- In the unlikely event that Tree of Life withdraws from the delivery of a qualification, or from all qualifications, we will:

- Take all reasonable steps to protect learners' interests.
- Cooperate fully with awarding organisation procedures.
- Ensure continuity of learning where possible, or support learners in transitioning to alternative provision.

## 6. Therapies at the Forefront

- All elements of support—assessment, guidance, and withdrawal processes—will be trauma-informed and aligned with therapeutic practice.
- Therapists will play a central role in identifying learner needs, shaping learning plans, and supporting transitions.
- Therapeutic progress will be monitored alongside academic achievement.

## 7. Monitoring and Review

- The Leadership Team will monitor the effectiveness of student support annually.
- Feedback from learners, parents/carers, staff, and therapists will inform improvements.
- This policy will be reviewed annually or sooner if required.