Learners Voice Policy

POLICY APPROVAL

Approval Required	Indicate with a tick (✓)		Annual Review Required	Indicate with a tick (✓)	
	Yes ✓	No		Yes ✓	No
Approval Panel	Loren Janes				
Approved by	Name: Loren Janes		Signature:	Date: November 2025	
Policy Review Date	November 2026				
Policy Writer/s:	Charlotte Manford				

Learner Voice Policy – Introduction Letter to Learners

Dear Learner,

At Futures Changing, your voice matters. Everything we do is designed to help you feel safe, supported and confident as you work towards your goals. This policy explains how we listen to your ideas, concerns and experiences; and how your feedback helps us make our provision better for you and others.

We want you to know that your views are important, respected and acted upon. You will have regular chances to tell us what is working well, what needs changing and what support you might need. You can share your thoughts in many different ways such as surveys, learner forums, one-to-one conversations, or through your learner representative. If speaking is difficult for you, we will always find another way for you to communicate.

Everything you tell us helps shape how we plan lessons, support you, design activities, improve wellbeing and create a safe and inclusive environment. At the end of each term, we will show you the difference your feedback has made through our We Asked – You Said – We Did updates. This means you will always be able to see how your voice leads to real change.

We also want you to feel confident that your safety and wellbeing come first. If you ever share something that makes us worried about your safety or the safety of someone else, we will act quickly in line with our safeguarding duties.

Futures Changing is here to help you build your future, develop your strengths and work towards the next stage of your education, training or employment. Your voice plays a big part in that journey, and we are committed to listening, learning and improving together.

Thank you for being part of Futures Changing; and thank you for helping us grow!

Many thanks,

The Futures Changing Team

Policy Statement

Futures Changing Ltd is committed to ensuring that every learner is heard, respected and actively involved in shaping their educational experience. As an intervention-focused Alternative Provision, we recognise that learner voice is central to safeguarding, curriculum development, wellbeing, inclusion and overall quality of education. Our approach reflects the Futures Changing 2025–2030 Strategy, which places personal development, high-quality support and meaningful participation at the centre of our work. We believe that learners are not simply service users, but active partners in shaping their goals, environment and pathway into successful destinations.

Purpose and Scope

This policy sets out how learner voice is gathered, analysed and acted upon across all aspects of provision. It applies to all learners aged 12+, including those with SEND, EOTIS placements, EHCPs or vulnerabilities. It ensures that the views of learners inform our curriculum planning, safeguarding culture, inclusion strategy and continuous improvement processes. The policy is aligned with the Ofsted Education Inspection Framework, Essex County Council Quality Assurance expectations, KCSIE and Prevent Duty guidance.

Our Commitment to Learner Voice

Learner voice at Futures Changing is based on the principles of respect, inclusion, transparency and action. We ensure all learners have regular opportunities to express their views through a range of accessible and supportive methods. These include formal cycles such as termly surveys, forums, reviews and exit interviews, as well as day-to-day interactions including check-ins, conversations, reflections and staff-led discussions. We use communication tools appropriate to individual needs—including visuals, symbols and supported communication for learners with SEND or language barriers—ensuring that every learner, regardless of need, can contribute meaningfully.

Our approach is relational and trauma informed. Staff create psychologically safe spaces where learners feel comfortable sharing their thoughts about their learning, wellbeing, environment, safety and future ambitions. We treat feedback as a crucial source of information that helps us understand the effectiveness of the provision and the lived experiences of our learners.

How Learner Voice Informs Practice

Feedback from learners directly influences operational and strategic decisions. It is used to improve teaching and learning, refine curriculum sequencing, inform safeguarding responses, and identify areas requiring additional support or adaptation. Learner views contribute to planning EHCP provision, reviewing reasonable adjustments, improving safety measures, and shaping the culture of each learning environment.

At a strategic level, learner voice contributes to the Self-Assessment Report (SAR), Quality Improvement Plan (QIP), staff CPD planning, environmental improvements, and organisational development. It supports Ofsted's expectation that learners play an active role in shaping their provision and provides commissioners with transparent, evidence-based reports on learner experience and progress.

The "We Asked – You Said – We Did" Cycle

The organisation is committed to a clear and accountable model of communication. Each term, futures Changing publishes a learner voice impact report summarising what learners told us, the themes identified, and the actions taken in response. This includes improvements to curriculum, facilities, resources, safeguarding practices, support strategies and enrichment opportunities.

These updates are shared with learners through noticeboards, displays, staff briefings, online platforms and learner forums. The purpose of this cycle is to demonstrate that feedback leads to real, tangible outcomes and to encourage high levels of learner engagement.

Responsibilities

All learners are encouraged to express their views regularly, respectfully and confidently. Staff members are responsible for creating opportunities for structured and informal feedback and ensuring learners feel safe doing so. The Head of Quality oversee the learner voice cycle, ensuring that feedback is appropriately recorded, analysed and triangulated with other data. The safeguarding team is responsible for managing any concerns that arise from feedback and ensuring that these are addressed in line with KCSIE 2025 and organisational policies.

Senior Leaders ensure that learner voice informs decision-making and that the feedback cycle is embedded into continuous quality improvement, commissioning processes and governance.

Safeguarding, Prevent and Confidentiality

Learner feedback is gathered and managed in accordance with KCSIE 2025, the Prevent Duty, Essex safeguarding procedures, GDPR and the organisation's internal safeguarding policy. Any safeguarding information disclosed during learner voice activities is escalated immediately to the Designated Safeguarding Lead or Deputy. Learner voice is regarded as a critical safeguarding tool, providing insight into pupil wellbeing, safety and risk.

Inclusion, SEND and EOTIS Considerations

The organisation is committed to ensuring that learner voice reflects the diversity of needs across the provision. We ensure that learners with SEND, neurodiversity, ESOL requirements and social, emotional or mental health needs are represented through adapted communication methods, advocacy support and tailored activities. Feedback from these learners is prioritised during EHCP reviews, reintegration planning and multi-agency meetings. All learner voice processes are sensitive to trauma, safeguarding histories and communication barriers.

Measurable Targets and Expected Outcomes

To ensure accountability and continuous improvement, Futures Changing has set clear learner voice targets aligned with its 2026–2031 Strategy. Over each academic year, we aim to achieve at least 85% participation in termly learner surveys and ensure that every learner engages in their personalised plan reviews and goal-setting sessions. We expect that all learners will be represented within the "We Asked – You Said – We Did" cycle, with evidence published each term.

We aim for a minimum of 95% of learners to report feeling safe at Futures Changing and 90% to state they know who they can talk to if worried or unhappy. All feedback actions will be recorded within the Quality Improvement Plan, and we expect that at least 90% of learners will report a positive change in response to their feedback by the end of each cycle. Curriculum reviews, EHCP outcomes, reintegration plans and SEND reviews will all include clear contributions from learners, and we expect at least 80% of learners to confidently articulate their next steps or progression goals by the conclusion of their programme.

We commit to ensuring that all concerns, complaints and significant issues raised by learners are acknowledged promptly and responded to within five working days.

Monitoring and Review

Learner voice themes are reviewed weekly by curriculum, safeguarding, SEND and leadership teams. Findings contribute to monthly management reports, termly quality updates, and annual organisational reviews. This policy will be formally reviewed every year or sooner if there are changes in legislation, commissioning requirements, Ofsted frameworks or organisational strategy.

Linked Policies

- Safeguarding & Child Protection
- EDI
- Behaviour & Anti-Bullying
- SEND Policy
- E-Safety & Online Safety
- Prevent Policy
- Parental Engagement Policy
- Complaints & Appeals