INSPIRING LEARNING SINCE 1854

ADDITIONAL LEARNING SUPPORT POLICY

Created & reviewed by	**Director of Learner Experience Curriculum Manager - ALS**
Approved by	**Curriculum, Quality and Standards Committee**
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WORKING MEN'S COLLEGE EST. 1854

WM College is committed to actively promoting equality of opportunity, to ensure all learners achieve success on an appropriate course of study, to raise aspirations, and to support learners to reach their learning potential. The college aims to provide advice and guidance to learners prior to entry whenever possible and to assess any additional needs in a timely and comprehensive manner. Learners are encouraged and provided with opportunities to disclose their needs confidentially at any stages of the learner journey but especially early on in their course.

The College uses a range of strategies to design an appropriate and flexible support programme to reduce barriers to learning. It regularly reviews the impact of its interventions and ensures that available funding is used to the best effect and impacts positively on learner achievement. It is recognised that barriers to learning can be caused by physical, mental, social, emotional and language factors. Learners are supported to develop insight into personal barriers and develop strategies and skills that will encourage them to become independent learners.

This policy therefore applies to pre-enrolment, assessments, induction, on programme activity, and off site activities such as community learning.

Purpose and Objectives:

We aim to ensure that all eligible learners achieve their learning potential and understand their entitlement to support. All staff must be aware of the College's obligations and their responsibilities:

- To promote equality, diversity and inclusivity
- To ensure that individualised strategies are in place to support learning
- To monitor the impact and quality of the learning support that is delivered

Scope:

Disclosure and Confidentiality

In accordance with the Disability Discrimination Act (1995) Part 4 and the College's Single Equality Scheme, the College has a duty to anticipate needs wherever possible, to make reasonable adjustments accordingly and to provide equality of opportunity.

Information on a disability cannot be passed on to third parties without explicit informed consent from the learner. If a learner requests complete confidentiality, then information cannot be shared within the College or to external agencies from that point. It is acknowledged however that where a learner has disclosed a disability at enrolment, the College is deemed to be aware of their individual needs.

Definition of Need

A learner is said to have additional support needs where, for whatever reason, they need additional support with their education. This applies whether the need for additional support is temporary or ongoing.

Definition of Additional Learning Support (ALS)

The term "additional learning support" means educational provision that is over and above (or significantly different to) the education normally provided to learners. Additional learning support is provided in order that learners with additional support needs can benefit from an education which is directed to the development of the personality, talents and mental and physical abilities of that learner to their fullest potential.

Identification of Need

At each stage of College life, learners are encouraged to disclose any learning needs. Every effort is made to make use of pre-enrolment information in a timely manner to support effective enrolment and induction and to impact on retention and achievement. Literacy needs can be assessed on Vocational courses and a screening for possible specific learning difficulties can trigger in-depth assessment by trained specialist staff. At any stage of the learning journey a learner can refer themselves for support. Curriculum staff may also identify a potential support need and ask for a referral for their learners.

ALS can be allocated against the following ESFA fields:

1	Emotional/Behavioural difficulties	13	Dyscalculia
2	Multiple disabilities	14	Autistic Spectrum Disorder
3	Multiple learning difficulties	16	Temporary disability after illness (or example post-viral) or accident
4	Visual impairment	17	Speech, Language and Communication Needs
5	Hearing impairment	93	Other physical disability
6	Disability impairing mobility	94	Other specific learning difficulty e.g. Dyspraxia and Dyspraxia
8	Social and emotional difficulties	95	Other medical condition (for example, epilepsy, asthma, diabetes)
9	Mental health difficulty	96	Other learning difficulty
10	Moderate learning difficulty	97	Other disability
12	Dyslexia		

WM College is able to provide support for learners with mild to moderate needs only. Learners identified as having a severe learning difficulty or profound and complex needs will be supported to find an alternative institution where sufficient support is available.

Educational Health Care Plans

Where a potential learner has an Educational Health Care Plan the College will fully comply with the SEND Code of Practice August 2014 by:

Co-operating with local authorities on arrangements for learners with special educational needs

Duty to admitting a learner if the institution is named in an Education Health and Care plan (EHCP), subject to, the three conditions outlined in the SEN and Disability Code of Practice.

> The College must comply with the preference to be the named College of choice in the EHCP unless:
>
> (a) it would be unsuitable for the age, ability, aptitude or SEN of the person,
>
> (b) the attendance of the person would be incompatible with the effective education of others or
>
> (c). a placement at the College would be incompatible with the efficient use of resources.

Where the College assessed that for one of these reasons their needs could not be met, the College will comply with all statutory guidelines and write to the home local authority stating reasons including where the College may be able to meet some of the needs and / or what additional resources would be required in order to meet needs.

The applicant and their parent/carer (where appropriate) will be clearly communicated with to advise on that outcome, where an application to the College has been made.

Provision of Support

Once a learning need has been identified, an initial assessment meeting is arranged to ascertain the learner's individual learning and support requirements. During the assessment a member of the Additional Learning Support Team will listen carefully to the learner, taking into account the learner's aspirations and interests. A personal learning plan (PLP) will be negotiated with the learner. Where appropriate, the learner will be appointed a tutor or Additional Learning Support Assistant who will take responsibility for ensuring that the measures positively impact on the learner's progress. The programme will be designed to develop the learner's own strategies to recognise personal barriers and reduce dependency. The Additional Learning Support Team will also ensure that, where appropriate, all teaching and support staff involved in the delivery of learning are provided with information that facilitates support. Tutors will ensure that support staff have relevant and up to date information about individual learners' progress.

Support strategies include:

- Ensuring that teaching is differentiated in terms of times and delivery methods
- Learning materials are inclusive
- Provision of learning support assistance in class
- Provision of additional learning support out of class
- Provision of specialist support such as for dyslexia

- Provision of study skills support
- Provision of physical/ mobility support
- Provision of assistive equipment or adaptations
- Reasonable adjustment for exams

Staff Training

The College is committed to ensuring that all curriculum and support staff are appropriately trained and that teaching practice/strategies are inclusive. It is committed to ensuring that all curriculum staff are aware of their responsibilities, fully understand how to work with learning support staff and can integrate inclusive learning into their own delivery. The College will provide information for staff and will ensure that training is available on a regular basis.

Roles and Responsibilities for implementing WM College's Additional Learning Support Policy

Role	Responsibility
Director of Learner Experience	• Write, review and update the Additional Learning Support Strategy every three years or more frequently if necessary • Monitor the implementation of the Strategy
Learning Support Manager	• Ensure referrals for additional learning support are processed within specified time • Ensure learners' needs are identified • Ensure appropriate support is allocated within budget • Ensure communication between curriculum and learning support staff is clear and effective • Ensure relevant training and CPD for ALS staff is provided • Ensure Curriculum Managers receive up to date reports on Learning Support
Tutors	• Refer students to Additional Learning Support team • Work with additional learning support assistants and guide them • Ensure minor adjustments are in place • Ensure that, where support is provided, reference is made in the Schemes of Work, Lesson Plans and Individual Learning Plans • Liaise with support staff and support specialists as appropriate to each individual

	learner's support programme and learning progress.
Additional Learning Support Staff	• Ensure learners' personal learning plans are completed and signed • Ensure progress and reviews take place • Ensure tutors and mangers have relevant and up-to-date information of learners' progress
Learners	• Make a disclosure of learning support need as early as possible • Attend Initial Interview and assessments • Attend classes and all agreed support sessions and inform Additional Learning Support if unable to attend. • Support the College offer a high quality service by providing feedback when requested.

Quality and Monitoring

Quality audits for Additional Learning Support staff will be the responsibility of the Learning Support Manager.

Additional Learning Support Assistants will be observed by the Learning Support Manager and may be paired with the curriculum observation team as part of the formal teaching observation schedule.

Learner feedback will be gained through reviews, student surveys and internal departmental observation processes. The Learning Support Manager will analyse the feedback and respond with staff training as appropriate.

Effectiveness will be measured through analysis of the retention and achievement rates of learners who have accessed support and feedback from the learners and staff.

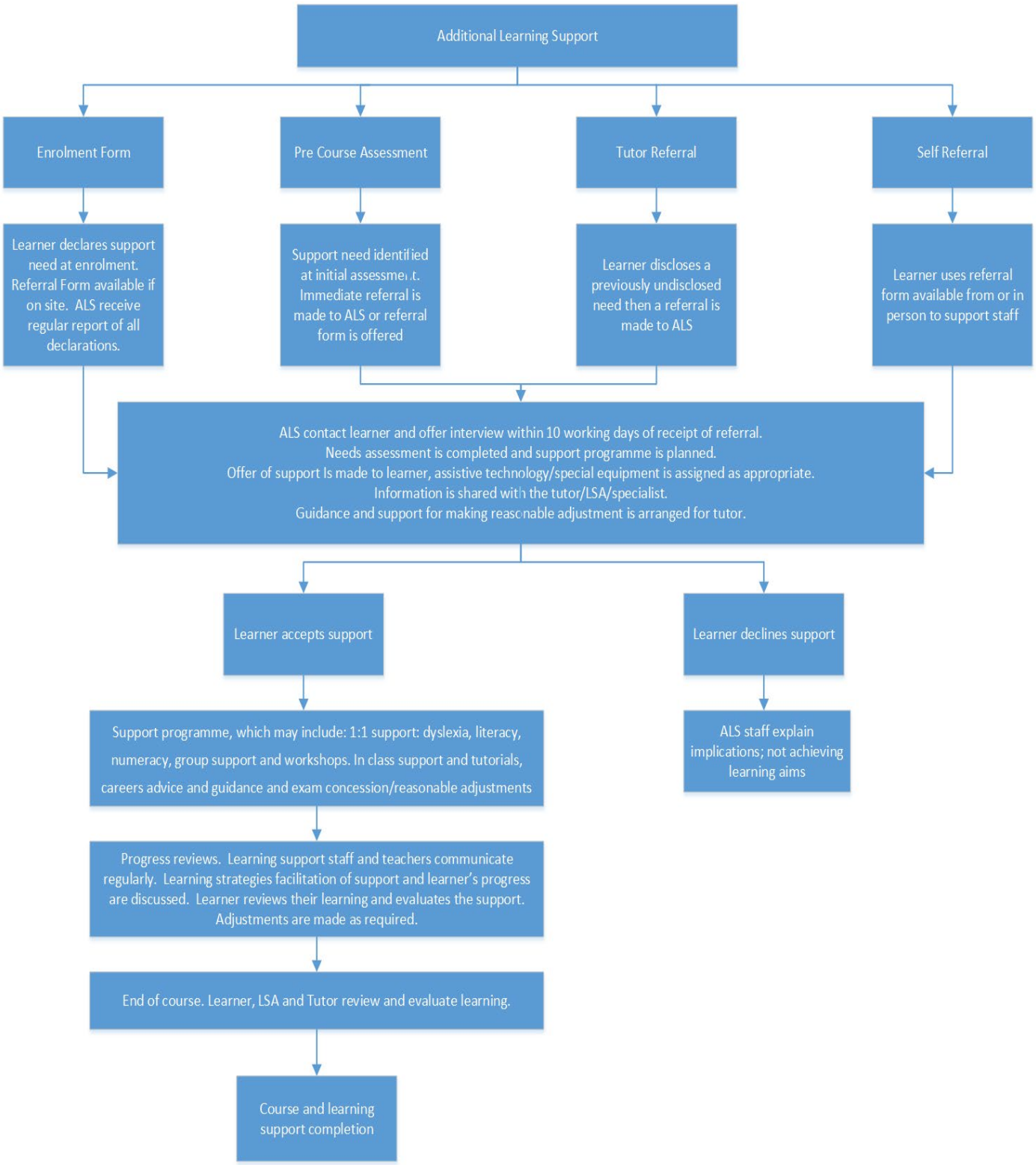
Personal Learning Plans are issued and updated by the member of staff delivering the support.

Support is reviewed mid-term and at the end of term through learner review, lesson observations, class visits and file audits. This information may be fed into the ILP.

Further information from regarding Learning Support can be found in the AEB Funding Rules document here:

https://www.gov.uk/government/publications/adult-skills-fund-funding-rules-for-2024-to-2025

Note: This document can be made available in alternative formats on request.


Additional Learning Support
Enrolment Form
Pre Course Assessment
Tutor Referral
Self Referral
Learner declares support need at enrolment. Referral Form available if on site. ALS receive regular report of all declarations.
Support need identified at initial assessment. Immediate referral is made to ALS or referral form is offered
Learner discloses a previously undisclosed need then a referral is made to ALS
Learner uses referral form available from or in person to support staff
ALS contact learner and offer interview within 10 working days of receipt of referral.
Needs assessment is completed and support programme is planned.
Offer of support Is made to learner, assistive technology/special equipment is assigned as appropriate.
Information is shared with the tutor/LSA/specialist.
Guidance and support for making reasonable adjustment is arranged for tutor.
Learner accepts support
Learner declines support
Support programme, which may include: 1:1 support: dyslexia, literacy, numeracy, group support and workshops. In class support and tutorials, careers advice and guidance and exam concession/reasonable adjustments
ALS staff explain implications; not achieving learning aims
Progress reviews. Learning support staff and teachers communicate regularly. Learning strategies facilitation of support and learner's progress are discussed. Learner reviews their learning and evaluates the support. Adjustments are made as required.
End of course. Learner, LSA and Tutor review and evaluate learning.
Course and learning support completion