

# Additional Learning Support Policy

<b>Created &amp; reviewed by</b>	<b>Director of Learner Services Curriculum Manager - ALS</b>
<b>Approved by</b>	<b>Curriculum, Quality and Standards Committee</b>
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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 stage 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 (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 and diversity
- 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 treat all learners equally. 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 passed on in 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:

<b>1</b>	Emotional/Behavioural difficulties	<b>13</b>	Dyscalculia
<b>2</b>	Multiple disabilities	<b>14</b>	Autistic Spectrum Disorder
<b>3</b>	Multiple learning difficulties	<b>15</b>	Asperger's Syndrome
<b>4</b>	Visual impairment	<b>16</b>	Temporary disability after illness (or example post-viral) or accident
<b>5</b>	Hearing impairment	<b>17</b>	Speech, Language and Communication Needs
<b>6</b>	Disability impairing mobility	<b>93</b>	Other physical disability
<b>8</b>	Social and emotional difficulties	<b>94</b>	Other specific learning difficulty e.g. Dyspraxia
<b>9</b>	Mental health difficulty	<b>95</b>	Other medical condition (for example, epilepsy, asthma, diabetes)
<b>10</b>	Moderate learning difficulty	<b>96</b>	Other learning difficulty
<b>12</b>	Dyslexia	<b>97</b>	Other disability

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.

### 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 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 Services and Learning Support Manager	<ul style="list-style-type: none"> <li>• Write, review and update the Additional Learning Support Strategy every three years or more frequently if necessary</li> <li>• Monitor the implementation of the Strategy</li> </ul>
Learning Support Manager	<ul style="list-style-type: none"> <li>• Ensure referrals for additional learning support are processed within specified time</li> <li>• Ensure learners' needs are identified</li> <li>• Ensure appropriate support is allocated within budget</li> <li>• Ensure communication between curriculum and learning support staff is clear and effective</li> <li>• Ensure relevant training and CPD for ALS staff is provided</li> <li>• Ensure CMs receive up to date reports on Learning Support</li> </ul>
Tutors	<ul style="list-style-type: none"> <li>• Refer students to Additional Learning Support team</li> </ul>

	<ul style="list-style-type: none"> <li>• Work with additional learning support assistants and guide them</li> <li>• Ensure minor adjustments are in place</li> <li>• Ensure that, where support is provided, reference is made in the Schemes of Work, Lesson Plans and Individual Learning Plans</li> <li>• Liaise with support staff and support specialists as appropriate to each individual learner's support programme and learning progress.</li> </ul>
Additional Learning Support Staff	<ul style="list-style-type: none"> <li>• Ensure learners' personal learning plans are completed and signed</li> <li>• Ensure progress and reviews take place</li> <li>• Ensure tutors and managers have relevant and up-to-date information of learners' progress</li> </ul>
Learners	<ul style="list-style-type: none"> <li>• Make a disclosure of learning support need as early as possible</li> <li>• Attend Initial Interview and assessments</li> <li>• Attend classes and all agreed support sessions and inform Additional Learning Support if unable to attend.</li> <li>• Help the College offer a high quality service by providing feedback when requested.</li> </ul>

## Quality and Monitoring

The delivery of the strategy will be monitored on an annual basis. Activity and related budgets are audited on an annual basis but reviewed regularly throughout the year.

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 regarding Learning Support can be found in the AEB Funding Rules document [here](#):

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

# Additional Learning Support



