



Progress to Excellence

Additional Learning Support Policy

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Additional Learning Support (ALS)

Additional Learning Support Policy

This document can be made available in different formats and languages on request from the Quality Department.

1 Policy Statement

Progress to Excellence Ltd is committed to actively promoting equality of opportunity ensuring that all learners reach their learning potential and achieve success on an appropriate course of study. The organisation aims to provide sensitive advice and guidance to all learners prior to entry to raise aspiration and to assess any additional needs in a timely and comprehensive manner. Learners are encouraged to disclose their needs confidentially at all stages of the learner journey.

The organisation uses a range of strategies to design an appropriate and flexible support programme to reduce significant barriers to learning. It regularly reviews the impact of its interventions to ensure 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, and 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-entry, induction, on programme activity and all sites, off site activities and assessments.

The Learner Support Policy acts in accordance with the core principals set by the governing body Ofsted. These principals include:

- Ethics
- Legality
- Care
- Equality
- Safety
- Timeliness
- Transparency
- Simplicity

To ensure that the provision of learner support is appropriate to meet the principles set out as above, we will: Provide relevant pre-entry information and guidance about our work-based learning programmes including:

- Course overview
- Attainment requirements
- Delivery methods and assessments
- Demands

At Progress to Excellence we will:

- Provide information on the range of support available, both internal and external, and how to access this. The level of support will be in accordance with an individual's needs, their programme and funding available.
- Encourage all prospective learners and, where necessary, their parents/carers to discuss their learning needs and aspirations with Progress to Excellence Ltd staff at every stage of the learner journey. This will assist in planning appropriate learner support.

- Provide all learners with an opportunity to disclose any learning difficulties/disabilities on application and/or at enrolment or at any point during their time with Progress to Excellence Ltd.
- Review the individual learner's needs that are identified at the start of their programme and provide appropriate resources and/or strategies to respond to those needs effectively.
- Monitor the learner's progress of achievement through assessment, planning and review.
- Where identified, provide a range of additional learning support to learners aged 16-25 with special educational needs or disabilities.
- Provide ongoing support, advice and guidance to individuals to allow them to progress. This support is available for individuals that have been identified as experiencing difficulties with personal, emotional, social or educational needs.
- Make reasonable adjustments to ensure that the learner's needs are met at every stage of the pre-entry, enrolment and on-programme process.

2 Definition of ALS

ALS is any activity that provides direct support for learning to individual learners, over and above that which is normally provided in a standard learning programme that leads to their learning goal. ALS is only available for learners on funded programmes. ALS is required to help learners gain access to, progress towards and successfully achieve their learning goals. The need for ALS may arise from a learning difficulty and/or disability, or from support required to access a progression opportunity or employment, or from literacy, numeracy or language support requirements.

3 Scope of ALS

3.1 Additional Learning Support (ALS) will include any activity that provides direct support for learning to individual learners, over and above that which is provided in a standard learning programme and which leads to their primary learning and/or functional skills goal(s). The need may arise from a learning difficulty or disability or from literacy, numeracy or language support requirements.

3.2 Where the majority of learners in a group are identified as requiring ALS support, this should be addressed through the design of the programme. Progress to Excellence Ltd are committed to flexible learning programmes which are designed to meet the needs and aspirations of people with additional educational needs, basic skills needs and English language needs

3.3 Additional Learning Support is provided by a number of areas within the organisation:

- **Equality and Diversity Officer.** The Equality and Diversity Officer will help identify specific needs of the learner and will sign post relevant support in order for that learner to meet their potential at the same rate to their peers.
- **Functional Skills Team.** The Functional Skills Team provides learning support to identified students enrolled on a wide range of programmes spanning all faculties and levels of award. The team consists of a number of support practitioners and specialist teachers who are experienced in working with students presenting a wide range of

additional needs. Further information regarding Functional Skills can be found within our policy document detailing the organisation's Functional Skills provision which is available.

4. Identification of Needs

4.1 Students are able to disclose information relating to additional educational needs at any point in their journey. The organisation actively promotes inclusive practices and encourages students to disclose information regarding additional needs as early as possible in the application cycle in order support planning and provision to be most effective. ALS can be allocated after the following actions using the below fields:

The learner is given 1 question - Do they consider themselves to have a long term disability, health problem or learning difficulty? They have option of: YES /NO/ UNKNOWN

If yes, the next two fields are triggered:

LLDD and Health Problem - They have the following list to choose from:

- 04 Visual Impairment
- 05 Hearing Impairment
- 06 Mobility Disability
- 07 Profound Complex Disability
- 08 Social Difficulties
- 09 Mental Difficulties
- 10 Moderate Learning Difficulties
- 11 Severe Learning Difficulties
- 12 Dyslexia
- 13 Dyscalculia
- 14 Autism
- 15 Asperger's
- 16 Temporary Disability or Illness
- 17 Speech or Language Needs
- 93 Physical Disability
- 94 Specific Learning difficulty
- 95 Medical Condition
- 96 Other Learning difficulty
- 97 Other Disability
- 98 Prefer not to say
- 99 Not provided
- None

Then they must choose a primary from the same list if they have multiple.

Pre-Entry Stage

4.2 Prior to enrolment, all students are encouraged to disclose information relating to additional needs through the application and course selection process. Applicants may also contact Business Development or make enquiries via the Equality and Diversity Officer based at Progress to Excellence Ltd head offices.

4.3 Once information has been shared with Progress to Excellence Ltd, all students will be contacted by the relevant team and offered opportunities to complete a Learning Difficulties Assessment. The purpose of the assessment is to verify the nature of the need, gather more detailed information and, where applicable, begin the support planning process. The needs assessment may take place in conjunction with programme interviews and selection activities or independently.

4.4 Progress to Excellence Ltd requires certain evidence to be available in order to initiate planning for additional learning support. Evidence might include:

- A Statement of Special Education Needs (SEN)
- A Connexions Moving On Plan (S139a)
- A reference from a previous Special Educational Needs Coordinator (SENCO)
- A medical reference or report
- An Educational Psychologist report
- Results of specialist testing and/or diagnostic assessment conducted by Progress to Excellence Ltd

- Initial assessment (functional skills) results

4.5 Where an applicant is assessed as being eligible for and requiring some form of additional support, a profile will be produced which sets out basic information about the student's needs and gives initial guidance to teaching and support staff allowing them to make timely plans for supporting the learner and ensuring that curricula are accessible and inclusive.

On-Programme Stage

4.6 Once a student has enrolled on a programme, a more detailed Individual Support Plan and where necessary a separate Individual Education Plan will be produced that gives details about:

- The aims and objectives of support
- Additional support provision planned and implemented
- Support Targets and review schedules

With the student's consent, all information that contributes to the effective and appropriate provision will be shared with relevant staff.

4.7 Additional learning support is intended to be flexible and creative in order to meet the needs of individual students. Support strategies are varied but can include:

- Access to Learning Support Practitioners for curriculum support
- Access to tutors for curriculum and functional skills support
- Access to specialist support for emotional-behavioral or mental health issues
- Access to ICT and assistive learning technology to develop study skills and promote independence
- Access arrangements for controlled tests

All information disclosed for the purposes of providing additional learning support to students will be stored on Progress to Excellence Ltd.'s network in accordance with the Data Protection Act. Any private and sensitive information that the learner wishes to remain confidential will be stored securely and not shared with other staff without the express permission of the student.

4.8 Students are able to disclose information about additional educational needs following enrolment and this will initiate the consultation and needs assessment process. In addition, referrals may come from staff where difficulties or lack of expected progress have been observed or where the student has disclosed information.

4.9 All students with Individual Support Plans will have these reviewed twice per annum, targets will be updated and general progress towards curriculum goals will be recorded.

5 General aims of additional learning support

5.1 Progress to Excellence Ltd aims for additional learning support to be:

- Effective
- Inclusive
- Personalised
- Appropriate

5.2 Effective support is any activity that is planned to help the learner overcome or reduce barriers to learning and promote success. Effective support helps the learner to develop strategies that enable them to become more independent and empowered by the learning process. Effective support is goal driven and measurable.

5.3 Inclusive support is that all learners with an Individual Education Plan, will have the same access to provision as those learners who do not have any additional learning needs. Inclusive support is goal driven and measurable.

5.4 Personalised support is any planned activity that takes account of the individual learners' strengths, weaknesses, preferences and aspirations. Personalised support encourages and motivates the learner to actively engage in the planning and implementation of their support.

5.5 Appropriate support is that which considers the needs, preferences and aspirations of the individual learner in relation to specific educational targets but also takes the wider social context into account. Appropriate support is stimulating and challenging and takes into account individual needs, values and expectations and those of wider society.

6 Monitoring ALS

Each month the amount of learning support across Progress to Excellence will be monitored to ensure that correct funding claims can be made and subsequently audited. Where learners have withdrawn the reason will be recorded and followed up where necessary.

6.1 Learning support on supported and foundation learning programmes will be tracked through routine and regular target-setting and ILPs as part of the programme activity.

6.2 Individual and group literacy and numeracy support will be tracked through routine reports and summaries passed to course tutors at regular intervals.

6.3 Programmes should report, where possible the impact of Additional Learning Support on learner achievement, to show distance travelled from early screening and diagnostic assessment.

6.4 Case-studies of success stories for those receiving Additional Learning Support should be gathered and used to promote Equality and Diversity.

Additional Learning Support

