

**Name of Policy** **ADDITIONAL LEARNING SUPPORT POLICY**

**Purpose** The document describes all processes and procedures relating to Additional Learning Support

**Author / Job Title** Director of Pastoral & Academic Progress

**Equality Assessment By Whom** Director of Pastoral & Academic Progress **Date** 10/7/17

**Version** 5 **Date of next review (month & year)** 07/2019

		Date
<b>Approved by</b>	Senior Manager	
	SMT	14/9/17
	Corporation	

**Related policies or procedures or parent policy if applicable** Equality & Diversity Policy

**Groups/bodies consulted in the development of the policy** Disability Service @ MMU  
Cheshire East Local Authority SEND

**To be published on College website** YES

## **ADDITIONAL LEARNING SUPPORT POLICY**

### **Purpose**

The College is committed to inclusive learning by working with learners, their carers or advocates and College staff to create an environment in which learners are not disadvantaged because of their additional needs.

The purpose of the policy is to highlight the College's commitment to inclusive learning and provide process and procedural information.

### **Scope**

All learners are entitled to apply for Additional Learning Support (ALS).

Any support for students funded via the Advanced Learning Loan will be funded through the Advanced Learning Loan Bursary (see ALLB policy).

Those on Higher Education Courses may need to apply for additional funding for their support via the Disabled Student Allowance (DSA). They should discuss their circumstances with the ALS Coordinator in the first instance who can advise them accordingly.

Those on full cost courses (where no public funding is available for ALS) will need to discuss with the ALS Co-ordinator what support may be available or if there is the possibility to purchase any additional support.

All staff must be aware of the College policy and referral procedures surrounding ALS.

### **Policy**

ALS helps to mitigate the barriers to learning that some individuals may experience and to support learners in reaching their potential and achieving their goals.

Through ALS we will strive to reinforce the College's aim to attain outstanding status by supporting all curriculum areas in their endeavours to meet retention and achievement targets.

### **Process**

#### **1:1 Support**

Learners or applicants may refer themselves, or be referred by their Personal Tutor, curriculum/class teacher or learning mentor to the ALS service at any point. Each learner will be entitled to a formal and confidential assessment of needs to establish an appropriate form of support for them.

ALS staff will produce a suggested learning support plan which may include one or more of the following :

- adaptive equipment and technology
- note taking or material adaptation
- communication or signing
- reading or scribing
- small group teaching by appropriate teachers
- one-to-one teaching by appropriate teachers

- Learning Facilitators (LF) in classes and workshops
- Examination access arrangements
- access to specialist support from external agencies where appropriate.

A more detailed description of the individual support services can be found in [Appendix 2](#).

### **Review**

The ALS Co-ordinator will review the support provided on a regular basis via a termly meeting with the student and mid year/end of year questionnaires to be completed by the student, learning facilitator, personal tutor and class teacher. The ALS Co-ordinator will also provide information to the Director of Pastoral & Academic Progress to support the writing of the annual report for presentation to the Equality and Diversity Management Group.

The performance of the ALS service will be reviewed through the College's Self-Assessment Report under Pastoral & Academic Progress and also via input into termly Curriculum Area Performance monitoring meetings.

### **Education, Health and Care Plan**

The ALS Co-ordinator will represent the College at incoming student transition reviews to ensure needs are identified in advance.

Where a student has an Education, Health and Care Plan this will help guide the support required from the College for the student.

As part of this process the plan and support will be reviewed on a termly basis with the student whilst there will also be a formal annual review.

### **Information, Advice and Guidance**

The ALS team will discuss any questions or concerns that learners may have. In addition, they provide advice and guidance to staff across the College to help them fully include learners with needs in all classes and to adapt learning materials and develop appropriate teaching strategies.

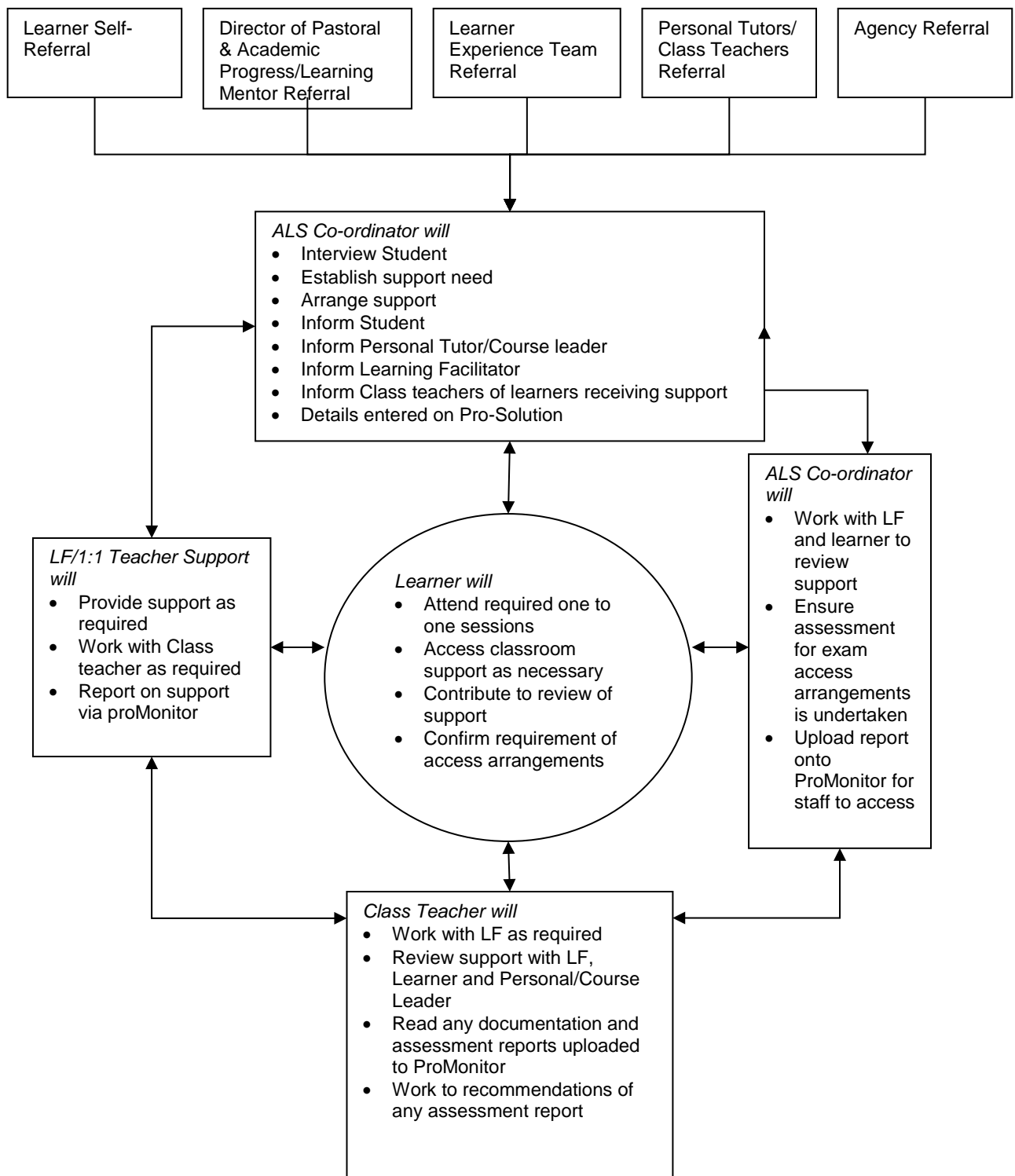
### **Tracking and Monitoring**

Learners who receive ALS will be tracked and monitored through:

- college standard procedures using promonitor
- Termly reviews with the ALS coordinator
- learner mentor reviews
- performance management reports for individuals and courses

## Appendix 1

### Referral Process



## Appendix 2

### Additional Learning Support services

#### 1 Formal and Confidential Assessment of Needs

##### *Making an Appointment with Learning Support*

Potential learners with support needs go through the same admissions procedures as other potential learners. At any stage they can speak to the ALS team about their needs. If they require support when meeting College advisers, this will be provided.

Specifically, potential learners or their advocates can see the ALS team by:

- contacting the ALS Co-ordinator/administrator directly. An appointment will be made to see them and discuss their needs.
- ticking a box on the application form. This will not affect the application. On receipt of the application form, contact will be made to arrange an interview.
- asking to see ALS when they attend an interview with careers, student services or the course team. ALS will be informed and the potential student or their advocate will be contacted to arrange an appointment.

##### *Individual Needs*

- All learners who request support will have their individual needs assessed in confidence by the ALS Co-ordinator.
- If a specialist is required to assess the learner's individual needs this will be arranged.
- Sometimes a learner's school or other organisation will need to be contacted to obtain information. This will only be done with the learners agreement.

##### *Assessment for Dyslexia*

- Learners identified as needing support in literacy will complete the Dyslexia Checklist. Anyone who has a strong indication of dyslexia will be referred for a full diagnostic test.
- Any learner can ask to complete the Dyslexia Checklist or undergo a full diagnostic. They need to contact the ALS team to arrange this.

#### 2 Learning Support Plan

Following the ALS assessment, a Learning Support Plan will be agreed including the outcomes of the assessment, between the learner and the ALS team. The plan will be implemented by the start of term or within 10 days of the agreement. The plan can include one or more of the following types of support.

##### *Adaptive equipment and technology*

A wide variety of resources are available for use by learners with learning difficulties or disabilities to improve access to their chosen course. These include:

- laptops
- ancillary computer equipment such as large screens, wireless and large lettering keyboards, keyboard overlays, reading pens, tracker balls and joysticks
- specialist software such as Dragon Dictate
- digital voice recorders
- loop system communicators.

Whilst the College always tries to meet individual needs, it cannot guarantee exclusive use of any piece of equipment.

#### *Non-medical personal care*

Support is available to meet individual care needs such as mobility support, escorting learners on and off transport and supervision at break and lunchtimes. In addition, health and safety support can be provided in workshops and work placements.

#### *Note taking or material adapting*

Learning Facilitators are available as note takers for learners. In addition, materials can be adapted for learners with reading or sight difficulties.

#### *Communication or signing*

Sign language support can be provided for learners with hearing or communication needs in classes or workshops as appropriate.

#### *Examination access arrangements*

We will arrange for an assessment to be undertaken by an appropriately qualified specialist assessor to determine access arrangements or reasonable adjustments required for examinations and assessments. These arrangements could include extra time, enlarged or coloured examination papers, supervised breaks, access to a smaller exam room, use of specialist equipment as required or a variety of other adjustments. We will ensure we apply for access arrangements within awarding body timescales. Regulations by awarding bodies vary and are constantly changing. We are committed to staying abreast of these changes and will advise learners accordingly.

#### *Access to specialist support from external agencies*

We work with many specialist agencies such as the Speech Therapy Unit, the Eye Society and DIB.

#### *Small group teaching by appropriate teachers*

Teachers are available to teach literacy, numeracy or study skills to small groups as required. In addition, subject teachers can provide extra tuition to small groups of learners.

#### *One-to-one teaching by appropriate teachers*

Subject teachers can provide extra tuition to individuals. Dyslexia/dyscalculia support can be delivered by teachers on a one-to-one basis.

#### *Learning Facilitators in classes and workshops*

Where a group of learners has identified needs, a learning facilitator is present in classes to support individuals or small groups as directed by the class teacher.

### **Review of the Support provision**

- All learners can ask to have their support reviewed at any time.
- All students will be asked for their views of the ALS service and support via a termly questionnaire either conducted by the ALS Co-ordinator or via their personal tutor.
- Personal tutors will be asked about the service and support via a termly questionnaire.
- Learning facilitator input is assessed through the Observation of Teaching & Learning policy.

## **Appendix 3**

### **ALS For Higher Education and Full Cost Courses**

Additional Learning Support at the College comes under 3 separate Tiers, depending on the Student course and funding.

#### **Tier 1:**

Tier 1 support is support that's available to all students. These types of support could be considered everyday adaptations to the Course.

These include:

- Initial advisory Additional Learning Support Consultation.
- Coloured Handouts
- Modified Handouts (enlarged)
- Emotional Support Plan
- Behavioural Support Plan
- Specific Risk Assessment meetings
- Access to College Counsellor

#### **Tier 2:**

Tier 2 Support is support for Higher Education (HE) Students that can only be accessed via the Disabled Student Allowance (DSA) and successful application for funding.

These Include:

- Specific 1:1 Maths Sessions
- Specific 1:1 Literacy Sessions
- Specific 1:1 Organisational Sessions
- Specific 1:1 Dyslexia sessions
- Adapted Software
- Modified equipment
- Exam access arrangements including extra time, reader, scribe etc

#### **Tier 3:**

Tier 3 Support is support that for Student on Full Cost Courses (where there is no funding available to cover specialist ALS) can be accessed through the student "buying" in the appropriate support for their need

These Include:

- Specific 1:1 Maths Sessions
- Specific 1:1 Literacy Sessions
- Specific 1:1 Organisational Sessions
- Specific 1:1 Dyslexia sessions
- Adapted Software
- Modified equipment
- Dyslexia Assessment
- Exam Concessions where specifically recommended by a qualified specialist and successfully applied through the examination board/university.

Costs will be provided to the student on an individual basis.