

# Additional Learning Support (ALS) policy

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

NILE is part of Progress to Excellence Ltd (PtoE) and therefore follows all approved company policies and procedures.

## Policy statement

Progress to Excellence Ltd (PtoE) 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 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 and a robust process is in place to continuously capture and monitor this.

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 and recognize their position in modern day Britain.

This policy therefore applies to every stage of the learner journey. The policy supports the management of learners in line with equality, diversity and inclusion policy, to ensure no groups of learners are disadvantaged or underachievers.

At PtoE, 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. In line with safeguarding protocol, all external agencies are sourced by the Personal Development, Behaviour and Welfare (PDBW) Officer
- Encourage all prospective learners and, where necessary, their parents/carers to discuss their learning needs and aspirations with PtoE staff at every stage of the learner journey. This will assist in planning appropriate learner support, further details can be found in the parent and learner involvement strategy
- 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 PtoE

- Review the individual learner's needs that are identified at the start of their programme and provide appropriate resources, strategies and/or external agencies to respond to those needs effectively
- Monitor the learner's progress of achievement through assessment, planning and review
- 3 monthly, additional needs caseload reviews, are completed by PDBW Officer to ensure each support package is effective and benefiting the learner
- Where identified, provide a range of additional learning support to learners aged 16-25 with special educational needs or disabilities, regardless of EHCP and/or statement possession
- 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, mental, 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
- To grow the avenues of support available, PtoE have a working additional needs committee.

## 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.

## Scope of ALS

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.

Where the majority of learners in a group are identified as requiring ALS support, this should be addressed through the design of the programme. PtoE 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.

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

- PDBW Officer will help identify specific needs of the learner and will mediate relevant support in order for that learner to meet their potential and succeed
- The Functional Skills team provides learning support to identified learners 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 learners presenting a wide range of support
- Training Assessment Officer (TAO). The TAO will provide learners with new strategies and techniques, to support them manage their learning. Where support is required, TAO address with PDBW
- CognAssist, which is completed at induction, quickly and easily identifies learners with hidden cognitive additional learning needs. Interventions are planned and reviewed during each review.

## Identification of needs

Learners are able to disclose information relating to additional educational needs at any point in their journey. The organisation actively promotes inclusive practices and encourages learners 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:

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

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

## Pre-entry stage

Prior to enrolment, all learners are encouraged to disclose information relating to additional needs through the application and course selection process. Applicants may also contact business development staff or make enquiries via the PDBW Officer based at PtoE head offices.

Once information has been shared with PtoE, PDBW receives a copy of their application. The information is tracked and fed through to the TAO to discuss on their first/and or next visit. Learners are offered opportunities to explore their needs with the PDBW Officer should the TAO require support. The purpose of the discussion 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.

PtoE 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 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 PtoE, such as: CognAssist, access to work assessment, and BKSBS dyslexia screening
- Initial assessment (Functional Skills) results

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 learner'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. Details of support are recorded by PDBW and documented on learner reviews.

## On-programme stage

Once a learner has enrolled on a programme, the TAO will already be aware of their learning needs. They address the needs on the first and/or next visit and record on review. This is reported back to PDBW to monitor.

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

- Access to tutors for curriculum and Functional Skills support
- Access to specialist support for emotional-behavioural 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 learners will be stored on PtoE's network in accordance with the General Data Protection Regulation (GDPR). 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 learner.

Learners 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 learner has disclosed information.

All learners with individual support plans will have these reviewed twice per annum, targets will be updated and general progress towards curriculum goals will be recorded.

## General aims of additional learning support

PtoE aims for additional learning support to be:

- Effective

- Inclusive
- Personalised
- Appropriate

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.

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.

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.

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.

## Monitoring ALS

Each month the amount of learning support across PtoE 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.

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.

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

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

Case studies of success stories for those receiving ALS should be gathered and used to promote equality and diversity.