

Policy Statement

SCCU 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.

We aim to provide sensitive advice and guidance to all learners prior to entry to raise aspirations 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.

We use 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 the 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 assessments.

Purpose and Objectives

The purpose of this policy is to ensure that all learners achieve their learning potential and understand their entitlement to support.

Responsibilities

Overall strategic management of the Additional Learning Support Policy is the responsibility of the Quality Manager reporting to the Senior Management Group (SMG) on a monthly basis.

Any learner recruited or interviewed will complete an BKS Initial Assessment and it is the responsibility of the appropriate Assessor to design an Individual Learning Plan to meet the needs of the learner.

The Additional Learning Support Policy will form part of Riverside Training's Teaching and Learning Strategy which will be reviewed by the Senior Management Team and reported to inform the Self Assessment Report.

Coverage and Scope

Disclosure and Confidentiality

In accordance with the DDA Part 4 and the Equality and Diversity Policy, SCCU 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 in SCCU or to external agencies from that point. It is acknowledged however that where a learner has disclosed a disability, SCCU is deemed to be aware of their individual needs.

Definition of Additional Learning Support

The term "additional support" simply means some kind of educational provision that is over and above (or significantly different to) the education normally provided to learners.

Additional 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

1. At each stage of the Learner's Journey, learners are encouraged to disclose any learning needs.
2. It is made clear that this will not affect their chances of being offered a place on a course.
3. Every effort is made to make use of pre-entry information provided by schools or agencies in a timely manner to support effective enrolment and induction and to impact on retention and achievement.
4. Assessment of Functional Skills takes place during the Initial Assessment and the results are used to inform the Individual Learning Plan.
5. At any stage of the learning journey a learner can refer themselves for support. Assessor staff may also identify a potential support need and ask for a referral for their learners.
6. ALS can be allocated against the following ILR fields.

L15 – Learning Disability

- 01 Visual Impairment
- 02 Hearing Impairment
- 03 Disability affecting mobility
- 04 Other physical condition
- 05 Other medical condition (for example epilepsy, asthma, diabetes)
- 06 Emotional/Behavioural difficulties
- 07 Mental health difficulty
- 08 Temporary disability after illness (for example post-viral) or accident
- 09 Profound complex disabilities
- 10 Asperger Syndrome
- 90 Multiple Disabilities
- 97 Other

L16 – Learning Difficulty

- Ø1 Moderate Learning Difficulty
- Ø2 Severe Learning Difficulty
- 1Ø Dyslexia
- 11 Dyscalculia
- 19 Other specific learning difficulty
- 2Ø Autism Spectrum Disorder
- 9Ø Multiple learning difficulties
- 97 Other

Provision of Support

1. Once a learner need has been identified, the Assessor confirms the additional learning that will take place to support the learner.
2. Support strategies include:
 - ensuring that teaching is differentiated in terms of times and delivery methods
 - learning materials are inclusive
 - provision of additional learning support on a discrete basis
 - provision of assistive equipment or adaptations where appropriate
3. The Assessor will identify:
 - a. Start date of the ALS
 - b. End date of the ALS
 - c. Frequency and level of support

Staff Training

SCCU is committed to ensuring that all teaching and support staff are appropriately trained and that teaching practice/strategies are inclusive. It is committed to ensuring that all lecturing staff are aware of their responsibilities, and can integrate inclusive learning into their own delivery. SCCU will provide information for staff in a range of media and will ensure that training is available on a regular basis.

Quality and Monitoring

The policy will be monitored on an annual cycle.

Quality audits for ALS will be carried out by the Business Support Team. These will be reported to the Senior Management Group on a monthly basis as part of the Key Performance Indicators.

Learner feedback will be gained through student surveys and internal departmental observation processes.

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.