ADDITIONAL LEARNING SUPPORT POLICY

SCCU Limited

Version 3.0

Contents

Version Control

VERSION	REVIEWER NAME	DATE	NEXT REVIEW	COMMENTS
3.0	Liam Morrissey	August 2021	01/08/2022	Update to previous.

Introduction and Policy Statement

1. It is recognised that barriers to learning can be caused by physical, mental, social, and emotional and language factors.

2. 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.

3. We aim to provide sensitive advice and guidance to all learners before entry to raise aspirations and to assess any additional needs in a timely and comprehensive manner.

4. In addition, we acknowledge that needs change, and learners are encouraged to disclose their needs confidentially at all stages of the learner journey to access our support.

5. We ensure that learners are supported to develop insight into personal barriers and develop strategies and skills that will encourage them to become independent learners.

6. To enable to provide the right support at the right time, we use a range of strategies to design an appropriate and flexible support programme to reduce significant barriers to learning and regularly review the impact of our interventions to ensure that the available funding is used to the best effect and impacts positively on learner achievement.

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

Scope

8. This policy applies to all pre-entry, induction, on programme learners of SCCU requiring support for activities and assessments.

9. This policy application applies to all SCCU Ltd venues, offices, and wherever learners access our services, without exception, and all SCCU Ltd staff at all levels of the organisational structure and includes self-employed contractors involved in the identification, assessment, implementation or monitoring of learning support.

10. The scope of this policy aligns with the Equality Act 2010 and special considerations and reasonable adjustment policies produced by SCCU awarding bodies

Roles and Responsibilities

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

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

13. 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.

Definitions

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

15. Additional support is provided so that learners with additional support needs can benefit from an education that is directed to the development of the personality, talents and mental and physical abilities of that learner to their fullest potential.

    a. Additional support is not limited to but may include reasonable adjustments for disabled individuals.

16. A reasonable adjustment is any action that mitigates the effect of a physical or mental disability that may put the learner at a disadvantage during the delivery and assessment of a qualification.

    a. The same standards of marking an assessment apply when a reasonable adjustment has been made.

Policy

Disclosure and Confidentiality

17. In accordance with the DDA Part 4 and the Equality and Diversity Policy, SCCU has a duty to disabled learners to anticipate needs wherever possible, to make reasonable adjustments accordingly and to apply this policy fairly and equitably.

18. Information on a disability cannot be passed on to third parties without explicit informed consent from the learner.

19. Where a learner requests complete confidentiality the information related to their disability cannot be passed to other staff within SCCU or to external agencies from that point.

20. It is acknowledged however that where a learner has disclosed a disability, SCCU is deemed to be aware of their individual needs, should record the information and mark it as confidential, and should make every attempt to implement reasonable adjustments where possible without revealing confidential information.

21. Where permission to share information is given, staff should share the information only where absolutely necessary.

Identification of Need

Learner Self-Referral

22. At each stage of the Learner's Journey, learners are encouraged to disclose any learning needs to their Assessor or another supporting staff member.

23. The receiving staff member should make it clear that this will not automatically affect the individual's chances of being offered a place on a course however there may be a limit to the reasonable adjustment SCCU can offer.

24. Permission to share the information provided with the relevant SCCU staff, awarding bodies and/or third-party individuals assisting with the identification of the appropriate support and/or reasonable adjustments should be sought; with the response being recorded.

Screening to Determine Additional Needs

25. 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 positively impact retention and achievement.

26. Assessment of Functional Skills takes place during the Initial Assessment and the results are used to inform the Individual Learning Plan.

27. Where an assessor identifies that a learner already undertaking a course may require additional support, the staff member should ask for a referral for the learner.

Reasonable Adjustments

28. There are several factors that will be considered in your application for a reasonable adjustment.

29. These may include the needs of the learner, documentary evidence, the cost of the adjustment, and the likely impact of the adjustment upon the learner and others attending the course.

30. Learners may be required to provide documentary evidence which outlines the characteristics (nature and severity) of their condition, in order for SSCU to identify the scope and potential cost of the reasonable adjustments required.

31. Evidence may include a medical or professional assessment report.

32. Where this information is not available, the Assessor or Centre Manager should contact the awarding for further advice.

Provision of Support

33. Once a learner need has been identified, the Assessor will confirm the additional learning support with the learner and outline it in the Individual Learning Plan.

34. Support strategies include ensuring that:

    a. Teaching is differentiated in terms of times and delivery methods.

    b. Learning materials are inclusive.

    c. Additional learning support is provided on a discrete basis.

    d. Provision of assistive equipment or adaptations is made where appropriate.

35. The Assessor will identify and record the following in the Individual Learning Plan:

    a. What the ALS should include – with practical guidance outlining each strategy, who will implement them and how they will be implemented.

    b. Start date of the ALS.

    c. End date of the ALS.

d. Frequency and level of the additional support required where support is ongoing.

Recording Additional Learning Support

36. Additional Learning Support 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 conditions (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

- 01 Moderate Learning Difficulty

- 02 Severe Learning Difficulty

- 10 Dyslexia

- 11 Dyscalculia

- 19 Other specific learning difficulty

- 20 Autism Spectrum Disorder

- 90 Multiple learning difficulties

- 97 Other

Staff Training

37. SCCU is committed to ensuring that all teaching and support staff are appropriately trained and that teaching practice/strategies are inclusive and abide by our awarding body's policies and requirements.

38. We are committed to ensuring that all SCCU staff are aware of their responsibilities, and can integrate inclusive learning into their own delivery.

39. SCCU will ensure that staff responsible for screening learners, identifying additional learning needs, formulating Individual Learning Plans and developing strategies to support learners (including identifying, considering and implementing reasonable adjustments) are suitably trained.

40. 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

41. This policy is available to all staff and learners and will be communicated to all interested parties and is agreed by the Board of Advisors and will be reviewed at least annually.

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

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

44. 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.