



ADDITIONAL LEARNING SUPPORT POLICY

SCCU LIMITED

VERSION 3.1

Contents

Version Control 2

Introduction and Policy Statement 3

Scope 3

Roles and Responsibilities 4

Definitions 4

Policy 5

 Disclosure and Confidentiality 5

 Identification of Need 5

 Learner Self-Referral 5

 Tutor/Assessor Referral 5

 Screening to Determine Additional Needs 6

 Provision of Support 6

 Reasonable Adjustments 7

 Limitations to Policy 7

 Recording Additional Learning Support 8

 Staff Training 9

Quality and Monitoring 9

Version Control

VERSION	REVIEWER NAME	DATE	NEXT REVIEW	COMMENTS
3.0		August 2021	01/08/2022	Update to previous.
3.1		January 2024	January 2025	Updated to reflect a change in learning support staff member and their processes.

Introduction and Policy Statement

1. It is recognised that barriers to learning can be caused by physical, mental, social, 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 in an appropriate course of study.
3. We aim to provide sensitive advice and guidance to all learners before entry to raise aspirations and 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 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. Any support provided will be in line with that approved by the respective awarding body or end-point assessment organisation.
8. The purpose of this policy is to ensure that all learners achieve their learning potential and understand their entitlement to support.

Scope

9. This policy applies to all pre-entry, induction, and on-programme learners of SCCU requiring support for activities and assessments.
10. 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.
11. The scope of this policy aligns with the Equality Act 2010 and special considerations and reasonable adjustment policies produced by SCCU.

Roles and Responsibilities

12. Overall strategic management of the Additional Learning Support Policy is the responsibility of the Quality Manager, reporting to the Senior Management Group (SMG) monthly.
13. It is the responsibility of the recruitment team to ensure that any learner recruited or interviewed will complete a Functional Skills Initial Assessment.
14. It is the responsibility of all Tutors and Assessors to identify learners who may have additional support needs and to take action as required.
15. It is the responsibility of the Tutor/Assessor to design an Individual Learning Plan to meet the needs of the learner.
16. It is the responsibility of the Learning Support Coordinator to ensure that learners requiring additional learning support are assessed, with assessment outcomes being shared with the learner and Tutor/Assessor to determine how best to support that learner via an Individual Support Plan.

Definitions

17. 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.
18. 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.
19. Reasonable adjustments are changes that organisations providing services must make if someone's physical or mental disability puts them at a disadvantage compared with others who aren't disabled. For SCCU, this is a legal obligation.
20. These changes could include providing extra support and learning aids.
21. Please note that the same standards of assessment apply when additional support or reasonable adjustments have been made.

Policy

Disclosure and Confidentiality

22. 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.
23. However, information on a disability cannot be shared without explicit informed consent from the learner. Therefore, permission to share information with relevant SCCU staff, awarding bodies, end-point assessment organisations, and/or third-party individuals assisting with the identification of the appropriate support should be sought, with the response being recorded.
24. 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.
25. 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.
26. Where permission to share information is given, staff should share the information only where absolutely necessary.

Identification of Need

Learner Self-Referral

27. At each stage of the Learner's Journey, learners are encouraged to disclose any learning needs to the recruitment team, their Tutor/Assessor, Learning Support Coordinator, or another supporting staff member.
28. 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 or continuing on their chosen course; however, there may be a limit to the reasonable adjustments and additional support SCCU can offer due to limitations being placed on SCCU by the awarding organisation or end point assessment organisation.

Tutor/Assessor Referral

29. If a Tutor or Assessor notices a learner struggling, they should discuss this with the learner and obtain consent to refer them to the Learning Support Coordinator.

Screening to Determine Additional Needs

30. Every effort is made to make use of pre-entry information provided by schools, colleges, or other agencies in a timely manner to support effective enrolment and induction and to positively impact retention and achievement.
31. In addition, an Assessment of Functional Skills takes place during the Initial Assessment, with results informing the Individual Learning Plan.
32. Where a referral to the Learning Support Coordinator is made, they will seek to understand how SCCU may best support the learner and may:
 - a. Complete a number of diagnostic tests with the learner, including but not limited to general questionnaires and a dyslexia screening tool.
 - b. Confirm any diagnosis related to the additional support required and make recommendations based on the advice provided by the medical professional.
 - c. Where appropriate, work with the learner to obtain a referral for additional diagnostic tests from medical professionals.

Provision of Support

33. Once a learner's need has been identified, the Learning Support Coordinator will complete the Individual Support Plan and share it with the learner and respective Tutor/Assessor, with all parties involved signing the plan.
34. The Tutor/Assessor will use this plan to inform the learner's Individual Learning Plan.
35. Support strategies include ensuring that:
 - a. Teaching and assessment are differentiated in terms of time and delivery methods.
 - b. Learning and assessment materials are inclusive.
 - c. Additional learning support is provided on a discrete basis.
36. The Tutor/Assessor will identify and record the following in the Individual Learning Plan:
 - a. What the additional support should include, with practical guidance outlining each strategy, who will implement them and how they will be implemented.
 - b. Start and end date of the additional support.
 - c. Frequency of reviews by the Tutor/Assessor/Learning Support Coordinator.

Reasonable Adjustments

37. There are several factors that will be considered in an application for a reasonable adjustment.
38. 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 taking the course.
 - a. Learners may be required to provide documentary evidence which outlines the characteristics (nature and severity) of their condition, in order for SCCU to identify the scope and potential cost of the reasonable adjustments required.
 - b. Evidence may include a medical or professional assessment report.
 - c. Where this information is not available, the Tutor/Assessor or Learning Support Coordinator should contact the awarding body or end-point assessment organisation for further advice.

Limitations to Policy

39. It must be noted that additional support (including reasonable adjustments) will only be provided where approved by the respective awarding body or end-point assessment organisation.
40. The aim of limitations imposed by such entities is to:
 - a. Maintain standards whereby qualification standards are maintained and consistent for all learners.
 - b. Ensure the fairness of assessment.
 - c. Ensure validity of assessment.
 - d. Ensure compliance with regulatory standards.
 - e. Reduce the burden on training providers who may not have the resources available to support the learner.
41. Therefore, those requests for additional support which are not approved by the respective awarding body or end-point assessment organisation will not be granted.

Recording Additional Learning Support

42. 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

43. SCCU is committed to ensuring that all teaching and support staff are appropriately trained and that teaching practices/strategies are inclusive and abide by our awarding body/end point assessment organisation's policies and requirements.
44. We are committed to ensuring that all SCCU staff are aware of their responsibilities and can integrate inclusive learning into their own delivery.
45. 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.
46. SCCU will provide information for staff in a range of media and will ensure that training is available on a regular basis.
47. Where appropriate, the Learning Support Coordinator will provide additional training to support the delivery of additional support and reasonable adjustments.

Quality and Monitoring

48. This policy is available to all staff and learners and will be communicated to all interested parties.
49. It is agreed by the Board of Advisors and will be reviewed at least annually.
50. Quality audits for additional learning support 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.
51. Learner feedback will be gained through learner surveys and internal departmental observation processes.
52. 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.
53. The Additional Learning Support Policy will form part of SCCU's Teaching and Learning Strategy, which will be reviewed by the Senior Management Team and reported to inform the Self Assessment Report.