

# ADDITIONAL LEARNING SUPPORT

## Reference No

---

**Department/Area:** Additional  
Learning Support

**Approved by:** on:

**Issued by:** Responsibility

**Issue Number:** 2 **Number of pages:**  
14  
(including this one)

**Next review date:**  
Annually

**(including Equal Opportunities Impact Assessment):**

---

The **purpose** of this policy/procedure is to ensure where the Additional Learning Support Team assessment recommends Additional Learning Support to meet non-disability-related needs, this will only be provided for learners on funded programmes (please see policy section below for more information). ALS is provided to help learners gain access to, progress towards, and successfully achieve their learning goals. The need for ALS may arise from a learning difficulty, pastoral or welfare issue, or from support required to access a progression opportunity or employment, or from literacy, numeracy or language support requirements.

The **scope** of this policy/procedure is to provide high quality Additional Learning Support. To achieve this it will:

- Establish a clear and promoted entitlement to assessment for Additional Learning Support for all students at all entry points.
- Develop a range of services which reflect the support needs of all its learners and are evaluated by the learners.
- Work towards ensuring that learner support is fully integrated into all forms of curriculum delivery.
- Target support to enable students to achieve their learning programme and progress.

**Related Documents** are: Admissions Policy, Customer Complaints Procedure. Disability Statement, Equality, Diversity and Human Rights Policy, Assessment Policy, Local Offer College Statement.

## **Policy Statement**

Central Bedfordshire College 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 college aims to provide sensitive advice and guidance to all learners prior to entry 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.

The College 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.

This policy therefore applies to pre-entry, induction, on programme activity and all sites, off site activities 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. All staff must be aware of the College's obligations and their responsibilities to:

- promote equality and participation
- ensure that individualised strategies are in place to support learning
- monitor the impact and quality of the learning support that is delivered.

## **Coverage and Scope**

### **Disclosure and Confidentiality**

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

## **Legal Background or Relevant Legislation**

The Children and Families Act 2014 provides, from September 2014, for:

- a clear and transparent 'Local Offer' of services across education, health and social
- care with children, young people and parents involved in preparing and reviewing it
- services across education, health and care to be jointly commissioned
- Education, Health and Care (EHC) plans to replace statements and Learning Difficulty Assessments (LDAs) with the option of a Personal Budget for families and young people who want one
- new statutory rights for young people in further education, including the right to request a particular institution is named in their EHC plan and the right to appeal to the First- tier Tribunal (Special Educational Needs and Disability), and
- a stronger focus on preparing for adulthood including better planning for transition into paid employment and independent living and between children's and adults services

From 1 September 2014 transitional arrangements will be in place to support the changeover from the current system in a phased and ordered way, to facilitate the transfer of those with LDAs to EHC plans. The expectation is that young people who are currently receiving support as a result of a LDA and remain in further education or training during the transition period, who request and need an EHC plan, will be issued with one.

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the:

### **Equality Act 2010.**

Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.

Further education colleges, sixth form colleges, 16-19 academies and independent specialist colleges approved under Section 41 of the Children and Families Act 2014 have specific statutory duties.

These duties are:

- The duty to have regard to the 0-25 SEND (Special Educational Needs & Disabilities) Code of Practice

- The duty to co-operate with the local authority on arrangements for children and young people with SEN (as described earlier under ‘Working together across education, health and care for joint outcomes’ and ‘The Local Offer’)
- The duty to admit a young person if the institution is named in an Education Health and Care (EHC) plan (see later section on ‘Education, Health and Care needs assessments and plans’)
- The duty to use their best endeavours to secure the special educational provision that the young person needs. Colleges must fulfil this duty for students with SEN whether or not the students have EHC plans. It applies in respect of students with SEN up to age 25 in further education, including those aged 14-16 recruited directly by colleges
- Duties under the Equality Act 2010. Colleges must not discriminate against, harass or victimise disabled children or young people and must make reasonable adjustments to prevent them being placed at a substantial disadvantage. This duty is anticipatory – it requires thought to be given in advance to what disabled young people might require and what adjustments might need to be made to prevent that disadvantage

### **Definition of Need**

A learner is said to have additional support needs where, for whatever reason, they need additional support with their education. This applies whether the need for additional support is temporary or on-going.

### **Definition of Additional Learning Support**

*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.*

(Source: Funding Guidance 2010/11: Additional Learning Support, Young Persons’ Funding Agency. June 2010).

### **For Learners in Further Education (funded)**

Additional funding may be claimed where an institution provides ALS to an individual and will include any activity that provides direct support for learning to individual learners, over and above that which is profiled in a standard learning programme and which leads to their primary learning goal. Anyone who qualifies for ALS funding will

need to have clearly identified needs and must trigger the Government funding thresholds.

Support activities that can be claimed for (and thus provided) include:

- In class and out of class support relating to learning.
- Administration costs – relating directly to ALS claims.
- Specialist software.
- Transport between sites for learners with mobility issues – but not from home.
- Additional staffing costs for visits directly related to a learner and/or a disability.
- Specialist material preparation time.
- Transition support from school to College.

### **For Learners in Higher Education**

Learners on Higher Education programmes will need to apply for a Disabled Student's Allowance in order to receive support. Information, advice and support on the process are available from the Additional Learning Support team, but the process must be undertaken and managed by the learners themselves.

### **For Learners undertaking courses under the heading 'other provision' courses**

Funding for ALS would be expected to come from other provision budgets.

### **For Learners undertaking courses under the heading 'full cost' courses**

Funding for ALS is costed into the full cost provision. This is additional and based on assessment.

### **Identification of Need**

At each stage of College life, learners are encouraged to disclose any learning needs. It is made clear that this will not affect their chances of being offered a place on a course. 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. Literacy and numeracy needs are assessed routinely across the College and a screening for possible specific learning difficulties triggers in-depth assessment by trained specialist staff. At any stage of the learning journey a learner can refer themselves for support. Curriculum staff may also identify a potential support need and ask for a referral for their learners.

The College requires certain evidence to be available in order to initiate planning for additional learning support.

Evidence might include:

- Education health and Care plan (EHC)

- A Statement of Special Education Needs (SEN)
- A Connexions Moving On Plan (S139a)
- A reference from the school Special Educational Needs Coordinator (SENCO)
- A medical reference or report
- An Educational Psychologist report
- Results of specialist testing and/or diagnostic assessment conducted by the College
- Initial assessment (functional skills) results

ALS can be allocated against the following LSC 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**

- 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

### **Provision of Support**

Once a learner need has been identified an informal meeting is arranged to commence the process of the assessment of the learner's individual learning and support requirements. During the assessment a member of the ALS team will listen carefully to the learner, taking into account the learner's aspirations and interests. An individual support guidance document will be negotiated with the learner detailing the support requirements and initiated in a timely and appropriate fashion. The learner will be appointed a named tutor, instructor or LSA who will take responsibility for ensuring that the measures positively impact on the learner's progress. The programme will be designed to develop the learner's own strategies to recognise

personal barriers and reduce dependency. The Additional Learning Support Team will also ensure that where appropriate all teaching and support staff involved in the delivery of learning are provided with information that facilitates support.

Support strategies include:

- a) ensuring that teaching is differentiated in terms of times and delivery methods
- b) learning materials are inclusive
- c) provision of learning support assistance in the classroom
- d) provision of additional learning curriculum support on a discrete basis
- e) rolling programme of study skill strategy support
- f) provision of physical support
- g) provision of assistive equipment or adaptations

Additional Learning Support is provided by a number of teams within college:

- Additional Support Team (cross-college). The Additional Support Team provides learning support to identified students 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 students presenting a wide range of additional needs.
- Foundation and Supported Learning. The Foundation Learning team provide supported learning programmes of study aimed at promoting personal life skills, independence, vocational skills and aspirations and basic skills.
- ESOL/ESL. There is a range of programmes aimed at international students whose first language is not English and this provision is planned with the needs of learners in mind. In addition, international students undertaking cross-college vocational programmes are able to access the services of the Additional Support Team.
- Learning Mentors. The Learning Mentor Team work with students who need help to overcome difficulties that are getting in the way of their learning. They support young people of all abilities with issues such as: lack of self-confidence, self-esteem or motivation, failure to achieve their full potential.

### **Staff Training**

The College 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, fully understand how to work with learning support staff and can integrate inclusive learning into their own delivery. The College will provide information for staff in a range of media and will ensure that training is available on a regular basis.

### **Organisation and Responsibility**



This policy is the responsibility of the Vice Principal Curriculum & Strategic Partnerships. Lecturers are responsible for the management of the support in the classroom and are required to ensure that where support is provided reference is made in the Schemes of Work and in the Lesson Plans.

### **Quality and Monitoring**

The policy will be monitored on an annual cycle.

Activity and related budgets are audited on an annual basis but reviewed on a regular basis throughout the year by Learning Area Manager

Notes of additional support provided by Course Tutors will be kept in the student's ALS file to evidence the student's normal way of working to help build a profile of support provided.

Quality audits for curriculum staff and ALS instructors will be the responsibility of the Learning Area Manager and the Learning Improvement Manager.

LSAs will be observed by the Learning Area Manager or Learning Improvement Team paired with the curriculum observation team as part of the formal teaching observation schedule.

Learner feedback will be gained through student surveys and internal departmental observation processes. The Learning Area Manager will analyse the feedback and respond with staff training as appropriate.

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.

### **Assessment**

All full-time and substantive part-time learners complete the BKSB on-line Initial Assessment. BKSB Initial Assessments give results from Entry level to Level 2, and are available on all computers connected to the College's Local Area Network. Initial Assessment takes place at interview, or during enrolment or induction. There are four possible outcomes to Initial Assessment

#### Outcome 1

Learners who have a working level of literacy and/or numeracy at entry 1 are referred to the Pathways (SLDD) team, where a more detailed initial assessment will take place

#### Outcome 2

Where initial assessment confirms that a learner's literacy and/or numeracy level is adequate for them to complete their course successfully no further action is taken

#### Outcome 3

For some learners initial assessment will indicate a need for additional learning support in relation to literacy and/or numeracy

#### Outcome 4

In some cases initial assessment results may indicate that a learner's need for support is so significant that a different programme of study would be more appropriate. In such a case the learner will receive the necessary advice and guidance for a transfer to take place.

### **Responsibilities**

It is the responsibility of teachers to ensure that:

- All literacy and numeracy assessments for full-time and substantial part-time learners are carried out in a timely manner
- All learners are made aware of the critical importance of developing their literacy and numeracy skills throughout their programme
- Initial assessment results are conveyed to learners in a timely manner
- To inform a learner's subsequent teacher of the learner's ALS needs, where the learner has progressed to another programme within the College

It is the responsibility of the ALS teacher to ensure that:

- The progress of learners receiving additional learning support is monitored through the setting and updating of targets
- To review additional learning support sessions on a six-weekly basis and to inform the learner's teacher of the learner's progress against targets
- To modify the ALS programme if existing arrangements are not effectively developing the learner's literacy or numeracy skills as expected

### **Access Arrangements for Exam Provision**

Access arrangements available:

- up to 100% extra time
- reader

- scribe
- word processor
- rest breaks
- modified papers
- coloured overlays
- prompter
- transcripts

Who is eligible for Access Arrangements?

Difficulties to be aware of which may be eligible for access arrangements:

- Slow reading
- Inaccurate reading
- Inaccurate understanding/interpretation of written text
- Slow handwriting
- Illegible handwriting
- Distractible
- Difficulties in attention
- Difficulties in memory
- Visual perceptual difficulties leading to tracking difficulties
- Speech and language difficulties

A candidate does not necessarily have to be disabled (as defined by the DDA 1995) or have a diagnosed learning difficulty to be allowed an access arrangement. Access arrangements are intended to increase access to assessments but cannot be granted where they will directly affect performance in the skills that are the focus of the assessment.

**Evidence of need must be available before access arrangements are applied for.**

What are Access Arrangements?

Access arrangements or exam concessions are specific arrangements that can be applied for through the JCQ which allow candidates/learners with special educational needs, disabilities or temporary injuries to access public assessments and examinations. The term 'access arrangements' is used within the specific context of accessing public examinations.

Access arrangements are agreed BEFORE the examination series. They allow candidates/learners to show what they know and can do without changing the demands of the assessment. An access arrangement which meets the needs of a disabled candidate/learner would be a 'reasonable adjustment' for that particular candidate. The adjustments made must result in the candidate having as near a level playing field as possible and ensure the qualification/s gained have the same credibility as those for any candidate. Access arrangements must reflect the candidate's normal way of working. Each application is considered individually. Application for access arrangements for each exam should be made separately.

The exam is measuring what the candidate knows and can do, not what they may have achieved if the disability had not existed. It is inappropriate for marks to be enhanced for a skill which cannot be performed by the candidate. Access arrangements must therefore not bestow an unfair advantage upon the candidate

Access arrangements can be applied for irrespective of the students overall cognitive ability.

In all cases, **EVIDENCE OF NEED** and normal way of working is essential before access arrangements can be applied for.

### Reasonable Adjustments

A reasonable adjustment within the context of access arrangements is an adjustment made to the normal or standard exam conditions in order to allow the individual to have as level a playing field as possible and to counter-act the disadvantaged bestowed upon the candidate as a direct result of their disability of Special need.

An adjustment may not be considered 'reasonable' if it involves unreasonable costs, time frames or affects the security or integrity of the assessment. There is no duty on the awarding bodies to make any adjustment to the competencies being tested in an assessment.

### Special Consideration

Special consideration is an adjustment to a candidate's mark or grade to reflect temporary illness, injury or other indisposition at the time of the assessment.

It may be applied for a candidate if the Centre has failed to put permitted access arrangements into place

It can help with borderline grades

It can only be provided when all the correct procedures have been followed and it is clear that the candidate was eligible for arrangements at the time of the exam.

### Marking of exams

Candidate's scripts who are provided with access arrangements are marked in the same way and by the same criteria as those without arrangements.

### What evidence is needed?

It is essential that the access arrangement to be applied for reflects the candidates normal way of working and evidence of this is therefore required. A thorough analysis of individual strengths and needs must also be conducted through standardised assessments and previous attainment results being analysed. The assessments conducted will depend upon the individual difficulties being experienced by the candidate. Assessments must be conducted by appropriately qualified specialist teacher. The JCQ holds a register of suitably qualified educationalists.

### The Diagnostic Report

A detailed diagnostic report must be produced by an appropriately qualified teacher, such as myself, or an educational psychologist. The assessments are reported and analysed in order to provide evidence for the access arrangements applied for.

Results must be given as standardised scores. Standardised scores of between 90-110 should be considered within normal limits, standard scores of 85-90 described as 'low average' and only those below 85 as 'below average'.

The Diagnostic Report or Form 8 are seen as a passport to access arrangements

### **Responsibilities for Access Arrangements**

It is the responsibility of teachers to ensure that:

- The Access arrangement form is completed and sent to the ALS Co-ordinator. This will include, the date of referral, the reason for referral, the exams that the student will be taking, history of normal way of working (this includes support in class, ALS, strategies in class and if word processor is used), statement of needs (will need a photocopy of the original) and if possible the school history of support. See Appendix 1

It is the responsibility of the ALS Teacher to:

- Carry out a thorough analysis of individual strengths and needs. This must be conducted through standardised assessments and previous attainment results being analysed.

- A detailed diagnostic report must be produced by an appropriately qualified teacher. The assessments are reported and analysed in order to provide evidence for the access arrangements applied for.
- Results must be given as standardised scores. Standardised scores of between 90-110 should be considered within normal limits, standard scores of 85-90 described as 'low average' and only those below 85 as 'below average'.
- The Diagnostic Report or Form 8 are seen as a passport to access arrangements

# Equality and Diversity Impact Assessment

	AGE	DISABILITY	GENDER Reassignment	MARITAL STATUS	PREGNANCY & MATERNITY	RACE	RELIGION or BELIEF	SEX	SEXUAL ORIENTATION
Which of the following protected characteristics may be affected by this policy or procedure? <i>(please mark the relevant box)</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other concerns (e.g. protected groups such as carers, young parents, women during pregnancy, young people living independently)	Funding policy could mean less support available for adult students, however we endeavor to offer support to all students. What about 24+ students who do not take out the loan? The allocation of ALS is triaged, with High Needs Students taking priority. Others may have to go on a waiting list								
Does this policy impact on: <i>(please mark the relevant box)</i>	Staff  <input checked="" type="checkbox"/>	Students  <input checked="" type="checkbox"/>	Parents or Carers  <input checked="" type="checkbox"/>	Members of the Public  <input type="checkbox"/>	External providers of services  <input type="checkbox"/>				
Does your assessment show that this policy/procedure is affecting relations between different protected characteristics? <i>(please mark the relevant box)</i>	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
If yes, can the adverse impact be justified on the grounds of promoting equality of opportunity for one group, or as part of a wider strategy of positive action in relation to particular groups? <i>(please give reasonable justification)</i>	Drop-In support is open to all IAG Skills Advisors Exam Access Arrangements are free								
<b>Consultation</b> What steps have been taken to ensure that the different protected groups have been consulted during the development of this policy/procedure?	E & D group Student Support SLT Student Exec. cross College								
<b>Staff Development and Training</b> Please list any staff development or training issues arising from this assessment.	Briefing through Champions Comms briefings								
<b>Change/Modification</b> As a result of the Impact Assessment, have any changes/modifications to this policy/procedure been made?	Current policy reflects recent changes in regulations concerning Education, Health & Care Plans Impact assessment to be reviewed annually Review hourly rates every June/July								