

Additional Learning Support Policy 2023-24

1 Overview Information

Lead Responsible:	Director of Student Services and Experiences
Approval Dates for Revisions:	
Academic Board/College Leaders	
Equality Impact Assessment	
Governor Committee: AC/FR/AU/SG/ES	
Governing Body	
Effective Date:	September 2023
Annual Review Date:	Summer 2024
Original Filename:	Z:\Executive Support\VP\Policies\Additional Learning Support Policy\2023-24\ALS Policy 2023-24.docx

Introduction

Capel Manor College is an inclusive land based- learning environment where learning, achievement and progression are accessible to everyone. Additional Learning Support (ALS) is a key element of the College's mission of removing barriers and to raising achievement for everyone.

Additional Learning Support is modelled to encourage access and progression based on the individual needs of all learners and which is effective and personalised.

Students entering post-16 education and training at the college should be accessing provision which supports them to build on their prior achievements and which helps them progress towards meeting their aspirations and preparing them for further study and the world of work.

The implementation of the Learning Support Policy aims to ensure that the College:

- enables students with disabilities and/or learning difficulties to have the same opportunities at college as students without those needs;
- maximises the use and effectiveness of LS funding and other funding streams in supporting students with disabilities and/or learning difficulties;
- seeks innovative ways, including the use of technology to support students with disabilities and/or learning difficulties that promote their independence and prepare them for the world of work and/or further study;
- provides Learning Support in a way that maintains academic, professional and technical standards, to promote progress and study skills to enable all young people to reach their full potential;
- complies with the SEND Code of Practice, Disability Discrimination Act, the Equality Act, the Data Protection Act and Safeguarding legislation and the Children and Families Act with the college making all reasonable efforts to secure appropriate provision as described within a learner's EHCP.

This will be achieved through:

- early identification and implementation of support needs by ensuring that students that are eligible for support are identified by robust and thorough initial assessment;
- continuing to develop, implement and review systems that encourage prospective students to declare disabilities and/or learning difficulties prior to course interview;
- enabling teachers to have the awareness and subsequent knowledge to best support their students;
- using resources flexibly to promote independent learning, whilst ensuring all students have access to appropriate levels of support;
- using assistive technology wherever possible to reduce reliance on human support,
- adjustments by subject tutors or out of class support, where appropriate, to promote independent study skills;
- ensuring that to all staff in College are aware of their responsibilities under the Equality Act and SEND Code of Practice;
- alerting all staff to sources of advice on disability issues;

- the development of resources and CPD to assist staff in understanding the needs of students with disabilities and/or learning difficulties;
- the undertaking of risk assessments where there is a potential risk to students or staff due to the nature of the students' medical or Learning Support need;

What is ALS?

Additional Learning Support 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. The need for ALS may arise from a specific learning difficulty and/or disability, from a medical condition or from literacy, numeracy or language support requirements.

At Capel Manor the ALS Team ensures that learners have access to and benefit from:

- advice, guidance and information about ALS
- appropriate initial and diagnostic assessment procedures
- involvement in the planning, reviewing and evaluation of ALS provision
- a support plan which takes account of individual needs and encourages greater autonomy
- support in a variety of formats, with innovative arrangements tailored to individual need
- effective liaison between teaching staff, learner services and outside agencies.

What are ALS Activities?

The types of ALS provided for learners may include the following:

- additional teaching, either to reduce class sizes or to provide other specialist staffing: for example, personal care assistant, mobility assistant, reader, note-taker, scribe, in-class support assistant;
- specialist tutor (for example, teacher of the deaf, or teacher of learners with dyslexia)
- communication support worker (for example, Brailist or support for deaf learners);
- counselling (where such support is necessary to enable a learner to achieve their learning goal)
- access arrangements, reasonable adjustments and special considerations for exams
- equipment e.g. assistive technology

What are NOT ALS Activities?

- childcare
- transport to the provider, (although it could include transport between different sites of the provider for learners with mobility difficulties)
- additional help to most learners in a group (this does not apply to discrete groups of learners with specific learning difficulties and/or disabilities)
- where an individual is following a programme at a level above that for which he or she has been assessed as capable of achieving

- support for everyday difficulties experienced by learners on their programmes (for example, an Animal management student experiencing difficulty with feed ratios), nor for such activities as preparing for university entrance.

Who is Eligible?

The College will work collaboratively with a wide range of agencies and staff to identify and monitor students who need additional learning support. This will include:

- The duty to co-operate with Local Authorities on arrangements for students who have SEN
- The duty to admit a young person if the College is named in an Education Health Care Plan

At Capel Manor we will:

- Ensure the application process offers students an opportunity to declare support needs.
- facilitate initial and on-going assessments.
- Regularly monitor students' progress
- Access external specialist services and expertise as required, e.g. CAMHS, Educational Psychologists.
- Maintain records of students' progress and support.

Additional Learning Support is the responsibility of all staff at Capel Manor College

All teaching staff have a responsibility to ensure that students with potential or actual support needs are identified and referred to the ALS service for further assessment and identification of needs.

All teaching staff have a responsibility under The Equality Act 2010 to ensure that all learning takes account of individual differences.

This involves:

- making reasonable adjustments to teaching and learning materials
- respecting confidentiality
- promoting and fostering inclusion
- proactively engaging with discriminatory conduct by others.

Subject teachers and PIs should design a scheme of learning which is appropriate to the level of the course and the learners. They should consider differentiation, classroom activities and appropriate resources in order to effectively deliver their subject to learners.

Senior Curriculum Managers oversee schemes of learning and should work with subject teachers to ensure that any issues of concern over a learner's performance which may arise from additional needs is raised with the Study Support / Disability/Wellbeing teams. Fair recruitment practice should be discussed and agreed.

Managers responsible for additional support are responsible for ensuring that the policy is implemented and understood, and for the day to day management of the resource.

- The Learning Support Manager has management and operational responsibility for the assessment, planning, delivery and quality assurance processes with regard to Additional Learning Support

- The Wellbeing Manager has management and operational responsibility for assessment, planning, delivery and quality assurance processes with regard to Mental Health, Wellbeing and Pastoral Support
- The Head of English, Maths and Foundation Learning has management and operational responsibility for the Assessment processes related to Exam Access Arrangements.
- Key staff members hold responsibility in their centres and designated specialisms for operational co-ordination and delivery of support.
- Support staff are responsible for the delivery of support programmes to students.

Specialist Roles – e.g. Co-ordinators carry out assessments for learners with medical support needs, moving and transferring assessments, Personal Emergency and Egress Plan (PEEP), BSL interpreters.

Specialist Teachers carry out further assessments to explore areas of difficulty and support applications for exam access arrangements. They plan and deliver teaching to meet identified needs, liaise with the Exams team, advise curriculum colleagues on 'normal way of working' in the classroom, and contribute to the continuing professional development of college staff.

Learning Support Assistants (LSAs): provide a range of interventions to support learner success and progression and should be aware of the support needs of individuals within their curriculum area. They provide a link between the learners, teaching staff and the support teams.

Marketing: provide information in accessible formats about support available.

Student Services: provide information, advice and guidance on services available and provide access to other specialist support services e.g. counselling, welfare, housing advice.

Estates: provide support for learners to stay safe.

Examinations manager and officers: liaise closely with teachers carrying out assessment to support applications for exam access arrangements, and submit the application via the 'Access Arrangements Online' platform.

Study Centre coordinators and staff support learners to access resources and learning materials. They show learners how to use Moodle and access e-resources. They are familiar with key texts and activities and can help learners to develop research skills.

The College's Additional Learning Support provision is monitored and evaluated through:

- Individual Learning Records/Plans
- Pro monitor records
- Student reviews
- Observations of support sessions and in-class support
- Management information data (especially student and staff attendance)
- Self-Assessment
- Team meetings
- Appraisal and Line Management supervision
- Collection of case studies

The College reserves the right to withdraw support if the student does not maintain satisfactory attendance or does not work towards agreed goals. In such cases the student will, where possible or appropriate, be referred to other professional help or services.

Students can decline the support offered and will be asked to sign to confirm they do not want the support being offered.

Implementation of the Policy

Overall responsibility for implementation and review rests with the Director of Student Services. All ALS staff are obliged to adhere and support the implementation of the policy. The College will inform all stakeholders of the policy and their role in the implementation.

Monitoring

The policy will be monitored on an on-going basis through the ALS Team meetings, relevant management meetings and the lesson observation scheme. Monitoring will include:

- Student progress
- Pro monitor
- Teaching and learning
- In class support
- Exam entries and access arrangements
- achievement rates
- progression
- achievement rates