LIMM SKILLS ACADEMY LTD
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FE ADDITIONAL LEARNING SUPPORT POLICY AND PROCEDURE

1. INTRODUCTION

1.1 Background

This policy supplements the Equality & Diversity Policy and has strong linkage with the English and Math's Policy. It has been formulated to emphasise the College's commitment to making learning accessible to all in line with current Equality and Diversity legislation.

The College is committed to the early assessment of individual learners' needs in order to provide reasonable adjustments, and promote non-discriminatory practices across the College. This includes ensuring the availability of a range of services, support and auxiliary aids to meet the needs of learners, and potential learners, who have learning difficulties and/or disabilities that may affect their ability to access provision.

The College is committed to supporting learners with the development of English and Maths (in response to the national agenda). OFSTED now have 'Personal Development, Behaviour and Welfare' skills to enable them to succeed on their programme of study and to play a full part in their community

1.2 Purpose/Aim

The overall aim of this policy is to ensure that the College is an inclusive learning environment where learning, achievement and progression are accessible to everyone. Additional Learning Support will encourage access and progression based on the individual needs of all learners including, where appropriate, the inclusion and support of learners with a variety of disabilities and special requirements.

The policy is written for and circulated to all staff of the College and reviewed annually by the Senior Management Team. It is available to all College stakeholders.

This policy supports the Aims and Objectives outlined in the College Strategic Plan. The outcome of the policy will enable learners to be

successful and achieve to their full potential, resulting in providing all learners with a positive College experience.

All College stakeholders are responsible for implementing this policy and the accountability and monitoring of the achievement of the aims of this policy lie with Head of Additional Learning Support in conjunction with all members of the College Management Team.

1.3 Definitions

The College uses the full range of definitions of disability; the Disability Discrimination Act, the Further and Higher Education Acts 1992 (now carried over to the Learning and Skills Act 2000), the Education ACT 1996 and the SEN Code of Practice for 0-25 year olds. The range includes the following main categories:

- Physical difficulties
- Profound and Multiple Learning Difficulties
- Learning difficulties, including Specific Learning Difficulties (SpLD) such as dyslexia, dyspraxia
- Autistic Spectrum Condition (ASC)
- Mental Illness
- Hearing and visual impairment
- Severe disfigurements
- Progressive conditions that are expected to become substantial

Equality and Diversity

This policy works in conjunction with the College's Equality and Diversity Policy.

Diversity

The College has a range of curriculum provision covering ability levels from pre-foundation to level 5 educations and beyond. Limm skills learners encompass a full range of age groups, modes of attendance, learning needs, ability and motivation.

Limm skills academy thrives on the diversity of its learners and recognises the valuable and enriching contribution that people from a variety of backgrounds and experience bring to the life of the College. It is committed to maintaining breadth in the curriculum and providing support to every learner, through its entry systems, course provision and learner support structure, during the learner's journey.

Limm skills academy learners have access to high quality additional learning support provision regardless of their chosen mode of study. The policy is flexible and dynamic enough to take account of the diversity of learners who learn at Limms.

Recognising the diversity of our current and future cohort of learners and clients and being responsive to their needs is key to improving the quality of additional learning support.

Equality

Limm skills academy has a strong commitment to equality of opportunity as laid down in its Equality and Diversity Policy

Limms skills academy promotes equality of opportunity to all staff and students in accordance with current legislation such as the Equality Act 2010.

Inclusive Learning

Limm skills academy is committed to the principles of inclusive learning. It supports the view that good teaching is found where tutors/assessors understand and respond to the individual requirements of the learners. It will use the individual learners as the starting point for its delivery of additional support.

Through an understanding of how people learn, staff will endeavour to match the learner, aptitudes and learning styles, with the curriculum and its delivery in an appropriate, supportive learning environment.

Learning Environment

The learning environment extends beyond the physical resources of the classroom to include every aspect of the learners' experience at Limm skills academy. This encompasses e-learning, assistive technology and work experience.

The College continually strives to improve its additional learning support resources materials to stimulate learner interest.

2 POLICY STATEMENT

The College is committed to developing inclusive learning approaches and to providing additional learning support to secure learning success for all.

For the College to be an inclusive learning environment there is a need to recognise disability and its impact on the way the people learn. Inclusive learning is based on providing the best match or fit between learners' needs and the learning opportunities provided.

It is recognised that some learners may require additional support including individual adjustments in order to fully access the provision.

3. SCOPE

3.1 Learners' Entitlements

All learners are entitled to study and progress in an environment which offers:

- A mutually respectful inclusive environment;
- A warm and nurturing welcome;
- Fairness to all;
- Equality of opportunity for learning and training;
- Full access, wherever possible, to the range of College facilities and services;
- Effective and Responsive Learner Voice;
- Specialist work skills placement officers;
- Additional support in Maths and English and study skills where appropriate;
- Extra workshops and drop in sessions;
- Special arrangements for exams;
- Specialist software / equipment as appropriate;
- Communicator / signer;
- Targeted key workers;
- Specialist ASC support;
- Specialist SpLD support;
- Counselling and mental health support.

3.2Staff should:

- Monitor the flexibility of course provision to ensure that disabled persons are included where appropriate.
- Review teaching styles and practices to ensure that provision is accessible and that reasonable adjustments are built-in to anticipate likely support needs.

- Ensure that recruitment, assessment and examination arrangements are flexible to the needs of all learners and anticipate the need for any reasonable adjustments.
- Encourage learners to disclose a disability where it would enable additional adjustments, exam/assessment arrangement or auxiliary aids to be put in place whilst maintaining confidentiality to the level requested by the learner, wherever possible.
- Ensure that the learners complete an initial assessment for all full-time learners at or prior to the beginning of their course and for part-time learners as appropriate. The results will help identify English and Maths support needs and decide whether the provision of additional learning support would be of benefit to the learner.
- Maintain robust working links with learning support staff to maximise inclusive practice through differentiation and effective communication.
- Monitor and review (making appropriate adjustments) the accessibility to College services such as Information, Advice and Guidance, Student Support, Welfare and Counselling, Learning Resource Centre, Restaurant services, recreational facilities and transport etc.
- With support from the Head of Additional Learning Support complete a PCR (person centred review) for all students who have been identified as high needs students, and attend and contribute to the EHCP annual reviews.

3.3 College managers will ensure that:

- All staff receive training on their responsibilities under the requirements of current College's Additional Learning Support policy.
- Effective systems and procedures are in place for the promotion, referral, identification and provision of additional learning support, including learning agreements, review of need and effectiveness of the service.
- Key performance indicator and any differences in success for individual groups are identified and actioned through Self-Assessment in-conjunction with College's Equality & Diversity Committee.

3.4 Financial resources

The College recognises the challenge of enhancing the quality of additional learning support across the College and is committed to adopting a learner led resources allocation model within the budget available.

4. **PROCEDURE**
   See appendices 2, 3, 4 and 5
5. **REVIEW**

- The College self-assessment report process will provide evidence in areas for improvement required in the delivery of additional learning support. This ensures the College's strategic aims are implemented at an area level through the operating plan.
- Data will be reviewed relating to the retention of learners who have learning difficulty and/or disability.
- Positive Learner Voice feedback will be sought from learners who have a learning difficulty, a disability or who need additional learning support.
- Review Groups and Standards Committee will review performance ensuring Governor involvement.
- The Equality and Diversity Committee will consider equality of opportunities for ALS students.
- Review of performance via the College inspection and review process and in conjunction with the TLA strategy.
- Additional Learning Support is also subject to Local Authority review.

6. APPENDICES

APPENDIX 1 – RELATED POLICIES AND LEARNER ENTITLEMENTS

- Student Substance Misuse Policy
- Academic Appeals Policy and Procedure for Learners
- Student Complainants Complaints Guidance and Procedure
- Data Protection Policy
- Student Disciplinary Student and Parent Guidelines
- e-Safety Policy
- Equality and Diversity Policy
- Safeguarding and Child Protection Policy and Procedure
- Student Conduct and Disciplinary Procedure
- Personal Care Policy and Procedure
- HE Additional Learning Support Policy

APPENDIX 2 - ASC FE SUPPORT LEARNER JOURNEY 2023-2024

Transition team receives referral	At interview user defined field for ASC is flagged			
	ASC and	1:1 Support	Support session	

	transitions meet and agree transition	takes place weekly following ASC Scheme of Work – Updating Pro-monitor as neccessary	recorded on ALS register for regular meetings or on a support delivered form for ad hoc or pastoral support recorded also recorded on support delivered form	
	Transition team requests information from colleges etc.	Termly reviews done and liaise regularly with Tutor and enter on Pro-monitor		
	Transition team arrange interview with parents and learner and another ALS Staff member as appropriate	1:1 ASC support finished and Promonitor updated with final review	ALS admin updates on Prosolution	
Enter evidence of Transition Programme on Pro-solution	Devise appropriate Transition Programme in partnership with Curriculum areas and other ALS Staff as necessary	Review student on course progress and possible transition on another higher level course and examine progression option	Enter reviewed evidence of further transition programme on Pro-monitor	
	Support agree with the ASC team. If support is declined a disclaimer is signed by the student			

	Referrals made to all areas who will be involved in the delivery of support			
	ALS support set up, ALS purple form completed, ALS support registers completed and additional information entered onto Pro-solution and Promonitor as required			
ASC Facilitator contacts the learner and contacts the Tutor – attendance is monitored	Learner attends 1:1 Support			
ALS support registers ended if support is withdrawn, ALS admin update Pro-solution if required				

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APPENDIX 3 - EDUCATION HEALTH & CARE PLAN COLLEGE PROCESS 2023-2024

Information collected from schools at transition panels
The College agrees to be the named provider or declines with appropriate evidence
NB send draft EHCP to Head of Additional Learning Support for consultation
On receipt of the final EHC plan it is shared with the teaching team. ALS leads a meeting to discuss and plan the support and the evidence required to achieve the specified outcomes
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Progress is reviewed at the end of the first term within College with support from ALS
A mid-year PCR with appropriate external agencies is undertaken. Records ate kept in accordance with LEA guidance
An annual PCR is undertaken with the LEA

included to review progress, outcomes and progression, statuary paperwork is completed, supported by ALS

APPENDIX 4 - EXAM CONCESSION REFERRALS 2023-2024

Student declares a need at interview or on application and sent to an ALS interview	Student self refers or tutor identifies support on programme, completes an ALS1 and sends it to Funding and Operations Coordinator

Learning Support will be put in place and student flagged for a future exam concessions assessment
Teaching staff add to Pen Portrait any support that they are giving in class
Student invited for an exam concession assessment – findings added to Promonitor
Teaching staff add more support comments to Pen Portrait based on ALS findings and in class observations
Teaching staff e-mail SpLD if there are any exams approaching
ALS complete the JCQ access arrangements and enter onto pro-solution

Possible Support to be given in class

25% extra time -given for slow handwriting, slow processing or slow reading

The use of a PC without spell-check - given for slow or illegible handwriting General rule of not giving 25% extra time with the use of PC

Text help or human reader - given for poor reading skill

Note taker or scribe - given for poor writing skills if a PC is not appropriate

Rest breaks - given as necessary with reason on Pen Portrait

APPENDIX 5- ALS FE LSA IN CLASS SUPPORT LEARNER JOURNEY 2023-2024

Referrals made via user defined fields on Pro- solution to LSA Team Leader	
Student attends lessons with appropriate in class support in place	Student attends lessons with appropriate in class support in place
Student attends lessons with appropriate in class support in place	
LSA completes ALS registers and maintains support records.	ALS admin update Pro-solution as required
Termly reviews done and liaise regularly with tutor to ensure support package	

meets the needs of the learner – amended support updated on Pro-monitor and Pro-solution	
In Class Support finishes, registers are ended by LSAs	ALS admin update Pro-solution if required
Review student on course progress and possible transition onto another higher level course and examine progression options	Enter review evidence onto Promonitor

APPENDIX 6 - ALS SpLD ASSESSMENT &SUPPORT LEARNER JOURNEY 2023-2024

Referrals made via user defined fields on Pro-solution to SpLD Team	SpLD Team reviews ALS1 and identifies appropriate actions required
SpLD Team contacts student to arrange support or LADS screener	SpLD Team contacts student to arrange exam concessions assessment
SpLD support arranged, SpLD Team update Pro-monitor, purple agreed support form completed and sent to ALS admin	
Student attends 1:1 support following an SpLD Scheme of Work. Pro-monitor updated as necessary registers and support records are maintained	
SpLD Team completes support delivered form and files under student name until requested by ALS admin	ALS admin update Pro-solution as required

Termly reviews done to ensure support package meets the needs of the learner – amended support updated on Pro-monitor	
Support finishes – Pro-monitor updated and support records completed	ALS admin update Pro-solution as required