

**Policy No: LIEURAPP22022**

**Policy Name: Additional Learning Support Policy**

### **1.0 Purpose**

The purpose of this policy is to outline how apprentices are enabled to overcome barriers to learning and achieve outcomes that are appropriate to their needs and academic abilities. The policy outlines how support that promotes and encourages independence and aspiration is provided for students, while focussing on their individual needs.

All employees must be aware of their responsibilities, as well as the business' legal and social obligations to:

- Promote equality and participation.
- Ensure that differentiation and individualised strategies are in place to support learning.
- Monitor and review the impact and quality of differentiation and the learning support that is delivered.

### **2.0 Scope**

Additional Learning Support (ALS) is any activity which provides direct support for learning, and to individual learners, over and above that which is normally provided in a standard learning programme that leads to their learning goal. 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 English language support requirements.

All trainers are trainers of students who may need additional support during or outside of training sessions (depending on SEND need).

The Company Director is responsible for ensuring the policy is implemented and understood and for the day-to-day management of the learning support resource.

### **3.0 Definition**

In the Special Educational Needs and Disability (SEND) Code of Practice (2014) the definition of SEND states:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to students of the same age.'

It also states; "efficient education means providing suitable and appropriate education in terms of their ability, aptitude, and any special educational needs they may have".

### **4.0 Policy**

The business will provide a flexible, responsive service to meet the needs of individuals with SEND, or those who have literacy, numeracy or English language support needs, to enable them to fulfil their potential, within the allocated resource and capacity available.

The Additional Learner Support Policy is governed and informed by the statutory frameworks set out in:

- Data Protection Act 2018.
- Equality Act 2010.
- Children and Families Act 2014.
- Special Educational Needs and Disability Code of Practice.

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The Policy is also informed by the Joint Council for Qualifications (JCQ) Exam Access Arrangements, Reasonable Adjustments and Special Considerations (Annually amended and effective on 1<sup>st</sup> September)

The business will encourage learners to disclose a disability, learning difficulty or support needs and will use their best endeavour to make reasonable adjustments to meet these needs. Except in exceptional circumstances, information will be passed to trainers to enhance integration and inclusive teaching.

### **5.0 Application of the Policy and Procedures**

During the onboarding process, students will be asked to disclose any disabilities, learning difficulties or support needs. In addition, during the onboarding process, all students will complete the LI Europe Neurodiversity Screening Questionnaire, which may identify if further assessment should be considered.

If a student discloses any disabilities, learning difficulties or support needs, or if the LI Europe Neurodiversity Screening Questionnaire suggests that further assessment should be considered, the student may be referred to a learning support partner with the aim of identifying their specific areas of need that will become the basis of a learning support plan. Some students may also require medical plans, a risk assessment or Personal Emergency Evacuation Plan (PEEP) to support their learning and safety.

Additional Learning Support needs may be identified at any time during a learner's programme and may cease at any time if the learner has achieved the skills and capability for learning independently.

When a student makes little or no progress despite teaching and support approaches being targeted particularly to their identified area of need, the trainer will discuss with the student and their employer any further alternatives before taking any action. An individual plan will be written, which will clearly set out:

- What (if any) ongoing specialist support is required.
- How often the support should take place, who with, when and where.
- When the planned support will be reviewed.

### **6.0 Related Policies**

LIEURAPP22001 – Apprenticeship Continuity Plan

LIEURAPP22002 – Equality and Diversity Policy

LIEURAPP22003 – Safeguarding Adults Policy

LIEURAPP22004 – Prevent Duty Policy

LIEURAPP22005 – Health & Safety Policy

LIEURAPP22006 – Concerns, Complaints and Compliments Policy

LIEURAPP22007 – Recognition of Prior Learning Policy

LIEURAPP22008 – Quality and High Standards in Apprenticeship Training Policy

LIEURAPP22009 – Employee Professional Development Policy

LIEURAPP22011 – GDPR Policy

LIEURAPP20014 – Safer Recruiter Policy

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LIEURAPP22017 – Functional Skills Subcontracting Policy

LIEURAPP22018 – Intervention Policy

LIEURAPP22019 – Plagiarism and Malpractice Policy

LIEURAPP22020 – External Speaker Policy

LIEURAPP22021 – Bullying and Harassment Policy

LIEURAPP22022 – Additional Learning Support Policy

LIEURAPP22023 – Whistleblowing Policy

LIEURAPP22024 – Malpractice in Certification and Assessment Policy

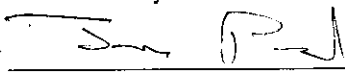
LIEURAPP22025 – Recruitment of Ex-Offenders Policy

LIEURAPP22026 – Academic Appeals Policy

LIEURAPP22027 – Apprenticeship Code of Conduct

LIEURAPP22028 – Conflict of Interest Policy

Policies are reviewed in January on an annual basis.

Company Director 

Date 22/11/23

