

WESTMINSTER ADULT EDUCATION SERVICE

Additional Learning Support (ALS) Policy

Ref No: A1

Version: 1

Owner:	Inclusive Learning Coordinator	Approved by:	Executive Board	Date of approval:	02/10/2023
Effective From Date:	01/09/2023	Effective To Date:	31/08/2024	Next Review Date:	31/07/2024

1. Purpose and Scope

WAES is committed to actively promoting equality of opportunity, to ensure all learners achieve success on an appropriate learning pathway that enables learners to fulfil their potential and achieve their career aspirations and to understand their entitlement to support.

WAES aims to provide advice and guidance to learners prior to entry whenever possible and to assess any additional needs in a timely and comprehensive manner. Learners are encouraged to disclose their needs confidentially at any stage of the learner journey but especially as part of the admissions process and induction phase of a course starting.

WAES uses a range of strategies to design an appropriate and flexible support programme to reduce barriers to learning.

It is recognised that barriers to learning can be caused by physical, mental, social, 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 applies to all learners with or seeking support for additional learning needs as part of the pre-enrolment, initial/diagnostic or other assessment, induction phase, or on course programme activity.

We are committed to ensuring fair and equitable treatment of all learners by promoting fair and equal access for learners with disabilities, learning difficulties and medical conditions. WAES will assess each learner and where required provide additional support and make reasonable adjustments in line with the Disabilities Act 1995 (adults) and Children and Families Act 2014 (under 19) and SEND code of practice for 0 to 25 years. (EHCP Learners)

We aim to ensure that this policy applies to all learners who have:

- Special Educational Needs and Disabilities (SEND)
- Specific Learning Difficulties (SpLD)
- Medical needs for which support is required to access the College facilities
- Mental Health or communication needs
- General difficulties, as stated by a GP, health authority or wider legislation
- An Education Health Care Plan (EHCP)
- A temporary disability or need that requires short term support to be successful

2.Objectives

The objectives underpinning the policy are as follows:

- To promote equality, diversity and inclusion
- To ensure that individualised strategies are in place to support learning
- To monitor the impact and quality of the learning support that is delivered
- To ensure all learners have an equal chance of success on programme

3. Definitions/Abbreviations

Definition of Need

A learner is said to have additional support needs where, for whatever reason, they need additional support to ensure they can be successful in programme. This applies for both temporary or long term needs.

Definition of Additional Learning Support (ALS)

The term "additional learning support" means educational provision that is over and above (or significantly different to) the education normally provided to learners. Additional learning support is provided so learners with additional support needs can benefit from an education which is directed to the development of the personality, talents and mental and physical abilities of that learner to reach their fullest potential.

Other useful definitions

LSA	Learning Support Assistant
EHCP	Educational Health Care Plan
AT	Assistive Technology
NWOW	Normal Way of Working

4. Responsibilities

4.1 Learners

It is the responsibility of all learners to self- declare or have their parent/guardian/carer declare on their behalf as early as possible. Learners can also disclose at any of the following stages:

- During the application stage
- During the Initial Assessment stage
- During Welfare interview stage
- During the Curriculum interview stage (Face to face or on-line through digital admissions)
- During the enrolment stage
- During learner Induction
- Following a diagnostic assessment by course team as part of learner Induction
- Following learner reviews and ILP stage
- While on the course (referral by welfare officer, tutor, course leader or coordinator)
- While on the course (referral by learner)
- Who are in receipt of Educational, Health Care Plans (EHCP) this plan will outline support needs
- Who attend an Open Events
- Who are referred from Adult Services or through direct SEND referrals from the local authority.

In addition, learners should also:

- Attend initial interview and assessments

- Attend classes and all agreed support sessions and inform Additional Learning Support if unable to attend.
- Help WAES offer a high quality service by providing feedback.

WAES will only carry out assessment of needs interviews if staff determine that a full assessment is required. Staff undertaking this assessment will be suitably qualified and need to ensure the assessment process will be useful in the assessment of course suitability and support requirements.

4.2 Tutors Responsibilities

It is the responsibility of all tutors to:

- Familiarise themselves with this policy and ALS procedures including how to refer learners for support
- Ensure all learners who need support are referred or signposted to the ALS team through EBS Ontrack 'Support Tutor'
- Access the most appropriate support, personalised to their needs and liaise with the ALS team on strategies and resources.
- Ensure support is enabling the learner to develop independence to access the curriculum and participate in lessons, workshops or wider activities regardless of their additional needs.
- Provide support with learner attendance, retention and achievement, assisting learners to achieve their full potential.
- Provide support with learner internal or external progression and improve the overall quality of the service delivery.
- Work closely with the ALS staff member, where in class support is provided on a 1:1 basis, to ensure support is specific and appropriate.
- Maintain up to date ALS records and any evidence needed for data collation eg, ALS referrals , NWOV records and support tracking sheets.
- Work with learning support assistants and guide them on the support requirements during lessons.
- Ensure that, where support is provided, reference is made in the Schemes of Work, Lesson Plans and Individual Learning Plans (ILPs), Support Recommendations provided by ALS team on EBS Ontrack 'Support tutor' module.

4.3 Learning Support Assistants (LSAs)

It is the responsibility of all tutors to:

- Ensure learners' support tracking sheets are up to date
- Ensure progress reviews take place every six weeks
- Contribute to the EHCP annual review process
- Ensure tutors and managers have relevant and up-to-date information on learners' progress
- Provide learning support for learners in class or 1:1
- Develop knowledge of the particular needs of the learners and seek advice from the tutor and the ALS team and ALS managers.
- Use assistive technology to support learners as a priority method to support learners
- Provide learners with necessary space to learn independently and interact with other learners and staff

- Respect learners' confidentiality unless needs to be referred to the Safeguarding team
- Report any issues or concerns to a member of the curriculum or ALS management team

4.4 Heads of Curriculum Area and Coordinators

It is the responsibility of managers:

- To ensure that all staff are aware of the ALS process and how to refer learners using the appropriate mechanisms.
- Ensure that staff are delivery high quality lessons that fully utilise the learning support and identify training needs as appropriate.
- Aware of the EHCP learners within their area and their needs

NOTE: The Diversity and Inclusion Coordinator is responsible for overseeing the learners with EHCP have a full and appropriate experience at WAES utilising support as appropriate.

4.5 Inclusive Learning Coordinator

It is the responsibility of the Inclusive Learning Coordinator to:

- Monitor the implementation of ALS Policy
- Oversee the smooth running of exam access arrangements assessments and both learners and tutors have access to appropriate support, advice and guidance
- Ensure referrals for additional learning support are processed within specified time
- Ensure learners' needs are identified
- Ensure appropriate support is allocated within budget
- Ensure communication between curriculum and learning support staff is clear and effective
- Ensure relevant training and CPD for ALS staff and curriculum staff is regularly provided
- Ensure Heads of Curriculum Area and Coordinators receive up to date reports on Learning Support
- To provide the local authority with necessary paperwork for EHCP learners.
- To review ALS data and review learner in receipt of learning support.
- Ensure all evidence to support with exams (Access Arrangements) are up to date and provided to exams in a timely manner and to ensure correct Access Arrangement are in place.

5 Process

5.1 Identification of Need

At each stage of the learner journey learners are encouraged to disclose any learning needs. Every effort is made to make use of pre-enrolment information in a timely manner to support effective enrolment and induction and to impact on retention and achievement.

Literacy, Numeracy and ICT needs can be assessed on courses and a pre-screening for possible specific learning difficulties can trigger in-depth assessment by trained specialist staff.

At any stage of the learning journey a learner can self-refer themselves for support by speaking to their tutor and/or a member of the ALS team.

NOTE: Where access arrangements are required for exams/external assessments the referral process is the same (please read the Access Arrangements, Reasonable Adjustments and Special Considerations Policy & Procedure for more details)

5.2 Provision of Support

WAES is able to provide support for learners with learning or disability needs. Learners identified as having a severe learning difficulty or profound and complex needs will be supported to find an alternative institution where sufficient support is available.

Once a learning need has been identified, a pre-screening assessment meeting is arranged to ascertain the learner's individual learning and support requirements. During the assessment a member of the Additional Learning Support Team will listen carefully to the learner, taking into account the learner's aspirations and interests.

Support 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. Tutors will ensure that support staff have relevant and up to date information about individual learners' progress.

Support strategies include:

- Ensuring that teaching is differentiated in terms of times and delivery methods
- Learning materials are inclusive
- Provision of learning support assistance in class
- Provision of additional learning support out of class
- Provision of study skills support
- Provision of physical/ mobility support
- Provision of assistive equipment or adaptations
- Provide workshops for additional support
- Reasonable adjustment for exams

6 Staff Training

The College is committed to ensuring that all curriculum and support staff are appropriately trained and that teaching practice/strategies are inclusive. It is committed to ensuring that all curriculum staff are aware of their responsibilities, fully understand how to work with learning support staff and can integrate inclusive learning into their own delivery. WAES will provide training and information for staff on a regular basis.

7 Disclosure and Confidentiality

In accordance with the Disability Discrimination Act (1995) Part 4, Equality Act 2010 and the College's Single Equality Scheme, 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, this information cannot be passed on in the College or

to external agencies from that point however this may impact on a learner's continuation on the programme and support requirements. It is acknowledged however that where a learner has disclosed a disability at enrolment, the College is deemed to be aware of their individual needs.

8 Resource Management and Support

The College recognises the challenge of enhancing the quality of additional learning support across the College. The College has a resource allocation model that is student-led and will aim at putting the resources where they need to be to deliver this Policy within the budget available. College staff constitutes the single most important resource for the delivery of teaching and learning. The College recognises the importance of training and development of all staff to meet the overall aims of the College, which include the effective delivery of additional learning support. Room utilisation will be planned to enable maximum use of the best facilities available for the delivery of this policy. The College will continue to recognise the need for improved physical access, good quality student and staff facilities and provide an environment that is clean, welcoming and safe.

9. Associated Documentation/Linked Policies/Procedures

- Admissions Policy
- Fitness to Study Policy
- Learner Behaviour & Disciplinary Policy
- Health & Safety Policy
- Equality, Diversity Inclusion Policy
- Access Arrangements, Reasonable Adjustments, Special Considerations Policy
- Safeguarding Policy
- Complaints and Compliments Policy
- WAES Learner ALS Handbook

10. Access to the Policy

The policy will be published on the WAES SharePoint under "Quality & Curriculum Hub" ..."Policies" and on the Learner Hub.

Further details can also be found in the WAES Learner ALS handbook.

If anyone requires an accessible copy of this policy in a different format they should email the learning support department and request a copy. Email learningsupport@waes.ac.uk

11. Monitoring and Review

The Head of English, Maths, Digital and Inclusion along with the Inclusive Learning Coordinator will review this document annually. The operation and effectiveness of this policy will be monitored and evaluated through an annual report that details the following:

1. The data relating to how many learners overall were supported (inc. EHCP), support needs, duration, type of support, etc to understand our learners needs
2. Information and data analysis relating to the success of supported learners and a comparison with learners without support, identifying any groups of learners who are underachieving including EDI data sets.

3. How the college evaluates the effectiveness of its provision for supported learners.
4. Arrangements for assessing and reviewing supported learners.
5. How the curriculum and learning environment are adapted to enable supported learners to engage in activities together with learners who do not have special needs
6. Support that is available for improving the emotional, mental and social development of learners with special needs
7. How complaints from learners with special needs or their parents/carers are dealt with and the numbers of complaints/compliments.
8. Information on where the SEND local offer is published
9. Staff development and training including mandatory CPD

Reporting cycle September to July and the annual report will be published in November for the previous academic year. This report will form part of the self-assessment reporting process

Equality Impact Assessment / Safeguarding Considerations

Westminster Adult Education Service is committed to the promotion of equality, diversity and providing a supportive environment for all members of our community. Our commitment means that this policy has been reviewed to ensure that it does not discriminate (either intentionally or unintentionally) any of the protected characteristics of age, disability, gender (including gender identity), race, religion or sexual orientation and meets our obligations under the Equality Act 2010.

Name of Policy/Procedure	ALS Policy
1 If Equality Impact Analysis is not relevant to this function, give reasons and proceed to section 5.	n/a
2 In what ways could this function have a negative impact on any of the groups above? What actions have been taken to eliminate these?	Learners identified as having a severe learning difficulty or profound and complex needs will be supported to find an alternative institution where sufficient support is available.
3 In what ways could this function have a positive impact on any of the groups above? How will this function be used to eliminate discrimination, advance equality of opportunity and foster good relations between different groups? Are there plans for the future that will further advance equality?	<p>This policy aims to promote equality of opportunity and minimise the risk of direct or indirect discrimination across all protected characteristics.</p> <p>For learners with an identified learning need, the learning support team provides specialist support. Referrals can be completed any time</p> <p>For learners who require additional financial support, a range of funding options are in place including access to discretionary funding</p>
4 What evidence supports your judgement eg. Observations, Consultations, expert opinions, quantitative or qualitative surveys. If the evidence is in the form of additional documentation where is this stored?	<p>Service users – surveys, learner forums, class reps.</p> <p>ALS support records.</p>
5 Has this function taken into account and cross-referenced where appropriate to Safeguarding policy and procedures? Give Details.	All records relating to learners needs adhere to data protection/GDPR guidelines.
POLICY OWNER Signed: Date:	Wendy Powell Inclusive Learning Coordinator 29/09/2023

Version Control Information

Version	Date	Revision Author	Summary of Changes
1	29/09/2023	Waqas Ahmed	Completely revised/New Policy and New Format.