



# Westminster Adult Education Service

## Additional Learning Support (ALS) Policy &/or Procedure

Ref No: A1

Version: 3

<b>Owner:</b>	Oyinda Malafa	<b>Approved by:</b>	Executive Board	<b>Date of approval:</b>	Sept 2025
<b>Effective From Date:</b>	01/09/2025	<b>Effective To Date:</b>	31/08/2026	<b>Next Review Date:</b>	July 2026



### WAES VALUES – Indicate & comment on which values are attributed to this policy procedure

Value	✓	Comment
<b>R</b> espect – We are inclusive and fair and strive for equality in everything we can do.	✓	Ensures fair and inclusive access to learning support for all learners.
<b>A</b> spiration – We aim high for our learners and do not accept mediocrity.	✓	Enables learners to achieve their full potential through tailored support.
<b>I</b> nnovation – We strive for continuous improvement, embrace change and take risks, across all parts of the service.	✓	Promotes flexible and adaptive strategies using technology and inclusive approaches.
<b>S</b> ustainability – We always assess our impact on the environment, whether that be physical, social or economic.	✓	Considers social sustainability through inclusive education and access.
<b>E</b> xcellence – In all that our staff do, they strive to be the best they can be.	✓	Supports high-quality, evidence-based delivery of ALS across the service.



## 1. Purpose and Scope

### Introduction

1.1 Westminster Adult Education Service (WAES) is committed to supporting learners with additional learning needs to succeed in education, personal development, and career aspirations.

### Scope

1.2 This policy applies to all learners, staff, and subcontractors across WAES centres and during all phases of the learner journey – pre-enrolment, induction, on-course, and assessment.

### Aims

- 1.3 Promote equality, diversity, and inclusion.
- 1.4 Ensure early identification and individualised support.
- 1.5 Enable learners to become independent and resilient through personalised provision.

## 2. Objectives

- 2.1 To identify learners requiring additional learning support at the earliest opportunity.
- 2.2 To provide appropriate support in a timely and effective manner.
- 2.3 To monitor the impact and effectiveness of support provision to improve learner outcomes.

## 3. Definitions/Abbreviations

**Definition of Need:** A learner has additional support needs if they require extra help—temporarily or long-term—to access education effectively.

**Additional Learning Support (ALS):** Support that goes beyond standard classroom provision, helping learners reach their full educational and personal potential.

**SEND** – Special Educational Needs and Disabilities

**Key Terms:**

<b>Abbreviation</b>	<b>Term</b>	<b>Definition</b>
LSP	Learning Support Practitioner	Specialist staff providing in-class or 1:1 learning support
EHCP	Education, Health and Care Plan	A legal document outlining educational, health, and social support for young people with SEND
AT	Assistive Technology	Devices/software supporting learners with disabilities
NWOW	Normal Way of Working	Standard classroom arrangements used for exams and assessments

**4. Responsibilities**

**4.1 Learners**

- 4.1.1 Disclose or have their parent/guardian/carer declare on their behalf (as early as possible) any support needs during application, enrolment or at any time on course.
- 4.1.2 Attend assessments and support sessions.
- 4.1.3 Engage with ALS strategies and tools.
- 4.1.4 Provide feedback to enhance service quality.

**4.2 Tutors**

- 4.2.1 Refer learners via EBS Ontrack “Support Tutor”.
- 4.2.2 Collaborate with ALS staff to integrate support in teaching.
- 4.2.3 Maintain up-to-date ALS records and evidence including NWOW.
- 4.2.4 Support learners to build independence.

### **4.3 Learning Support Practitioners (LSP's)**

4.3.1 Ensure learners' attendance and support logs are up to date on eSpirALS

4.3.2 To provide learning support for learners in class or in 1:1 situation

4.3.4 Report any issues or concerns to tutor/ Course Leader/ Curriculum Managers/ Welfare Officer/ Assessment & ALS Coordinator or Inclusive Pathways Manager

### **4.4 Curriculum Managers and Leaders**

4.4.1 Ensure staff understand and use ALS procedures.

4.4.2 Oversee accurate record-keeping for audits and funding.

4.4.3 Monitor effectiveness of ALS across courses.

4.4.4 Provide documentation for EHCP learners.

4.4.5 Ensure timely arrangements for access to exams.

### **4.4 Assessment & ALS Coordinator**

4.4.1 Monitor implementation of the policy.

4.4.2 Coordinate assessment and referrals.

4.4.3 Maintain communication across departments.

4.4.4 Ensure staff training is relevant and current.

4.4.5 Manage ALS within allocated budgets.

## **5. Implementation**

### **5.1 Identification of Needs**

5.1.1 Learners can disclose needs at any point in their journey.

5.1.2 Needs identified through self-declaration, diagnostic assessments or tutor referral.

**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**

**5.2.1** Support includes:

- In-class/out-of-class assistance
- Study skills and assistive technology
- Differentiated teaching strategies
- Access arrangements for exams

- EHCP coordination

**5.2.2** Learners with severe or complex needs may be supported in transition to a more suitable provider.

## **6 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, then information cannot be passed on in the College or to external agencies from that point. 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.

## **7 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. WAES 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.

## **8. Associated Documentation/Linked Policies/Procedures**

- Admissions Policy
- Fitness to Study Policy]
- Equality, Diversity & Inclusion Policy
- Access Arrangements & Reasonable Adjustments Policy
- Safeguarding Policy]
- WAES Learner ALS Handbook
- Complaints Policy
- Awarding Organisation Regulations and Guidance

## **9. Access to the Policy**

The policy is published on:

- WAES SharePoint Quality & Curriculum Hub Policies
- WAES Learner Hub
- WAES website (as applicable)

## 10. Monitoring and Review

The **Inclusive Pathways Manager** and **Assessment & ALS Coordinator** will review this policy annually. Effectiveness will be evaluated via:

- Annual report on ALS impact and learner success
- Feedback from learners and staff
- Analysis of ALS referrals and support logs
- Comparisons of outcomes for supported and unsupported learners

## Appendix 1 – ALS Categories

ALS can be allocated against the following categories:

- 1 Emotional/Behavioural difficulties
- 2 Multiple disabilities
- 3 Multiple learning difficulties
- 4 Visual impairment
- 6 Disability impairing mobility
- 8 Social and emotional difficulties
- 9 Mental health difficulty
- 10 Moderate learning difficulty
- 12 Dyslexia
- 13 Dyscalculia
- 14 Autistic Spectrum Disorder
- 15 Asperger's Syndrome
- 16 Temporary disability after illness (or example post-viral) or accident
- 5 Hearing impairment
- 17 Speech, Language and Communication Needs
- 93 Other physical disability
- 94 Other specific learning difficulty e.g. Dyspraxia
- 95 Other medical condition (for example, epilepsy, asthma, diabetes)
- 96 Other learning difficulty
- 97 Other disability

**Appendix 2 – ALS Referral Flowchart**

1	Learner Application (online/in person) Or Tutor referral (whilst learner on course) via ebs OnTrack Support Tutor Module
2	Fitness to Study/Safeguarding Interview and/or ALS and/or Disability Assessment/s
3	If we can support the learner: Support Plan agreed with regular reviews
4	ALS staff will complete the Form 8, gather Normal Way of Working and other relevant documentation and share with Exams as appropriate
5	ALS Team apply to Awarding Organisations for Access Arrangement/Reasonable Adjustments following Awarding Organisation's process (Online/email etc) including those for centre-approved arrangements as required
6	ALS to provide learner and tutor with recommendations/strategies via ebs OnTrack Support Tutor Module to help support learner whilst awaiting outcome from Awarding Organisation
7	Access Arrangement recorded in ebs by Exams including run out date and Tutor and Learner informed by Exams team.  <b>Tutor and Learner to check that access arrangements have been approved and are in place by the deadlines set by awarding organisations before any exams/assessments take place (Check with ALS and Exams)</b>

**Equality Impact Assessment / Safeguarding & Sustainability 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.

This policy has been reviewed to ensure:

Name of Policy/Procedure	
<p><b>1. If Equality Impact Analysis</b> is not relevant to this function, give reasons and proceed to section 5</p>	<p>N/A – This policy is equality-relevant.</p>
<p><b>2.</b> In what ways could this function have a negative impact on any of the groups above? What actions have been taken to eliminate these?</p>	<p>None identified; referrals and planning ensure fair support for all.</p>
<p><b>3.</b> 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>	<p>ALS helps eliminate discrimination, encourages independence, and enables equal access to education.</p>
<p><b>4.</b> 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>	<p>ALS data reports, learner forums, feedback forms, EHCP records.</p>
<p><b>5.</b> Has this function taken into account and cross-referenced where appropriate to <b>Safeguarding</b> policy and procedures? Give Details.</p>	<p>Yes – ALS referrals are aligned with safeguarding policies and GDPR.</p>
<p><b>POLICY OWNER:</b> <b>Signed:</b> <b>Date:</b></p>	<p>Oyinda Malafa (Curriculum Manager Inclusive Pathways)  11/07/2025</p>



Version Control Information

Version	Date	Revision Author (Name and Job Title)	Summary of Changes
1	29/09/2023	Waqas Ahmed	Completely revised/New Policy and New Format.
2	01/09/2024	Waqas Ahmed	Revised Job Titles and Inclusive Pathways included. Added new Glossary of Terms. E-Spirals has been added.
3	11/07/25	Oyinda Malafa	New Template and minor amends and made more concise.  Moved Categories and referral process to appendices 1 and 2.