



Additional learning needs support policy



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1. Policy intent:

The strategic aim of this policy is to provide clear and up-to-date information on the provision available to ensure all learners have the opportunity to learn and achieve well, through a personalised and innovative experience which is responsive to their diverse needs, and how to access this.

2. Scope of policy:

This policy applies to all learners in England that are considered to have additional learning support (ALS) or special educational needs (SEN). This policy and procedure cannot be viewed in isolation and must be read in conjunction with the following documents and policies:

- ATL Complaints, Compliments and Comments policy
- ATL Equality and Diversity policy
- ATL Initial Assessment policy
- ATL Teaching, Learning and Assessment policy

3. Impact on the learner:

The implementation of this policy will ensure early intervention identifies and delivers the right support as soon as possible, inclusive practice removes barriers to learning and development, and the development of tutors' / Coaches' skills and strategies to meet the needs of learners, supporting them to achieve well.

4. Glossary of terms:

ATL	Aspiration Training Limited
ATEL	Aspiration Training (England) Limited
ALS	Additional Learning Support
BKSB	Basic and Key Skills Builder
EHCP	Education and Health Care Plan
ESFA	Education and Skills Funding Agency
ISP	Individual Support Plan
JCQ8	Profile of learning difficulties, used with learners where an EHCP is not in place
SEN(D)	Special Educational Needs (and Disability)
Smart Assessor	e-Portfolio and Virtual Learning Environment (VLE)

5. Definitions:

5.1. Learners with additional learning / special educational needs:

As defined in the ESFA funding rules 2021, this includes ‘individuals who self-declare a learning difficulty or disability, and those who do not have a diagnosis of a learning difficulty or disability but in relation to whom the main provider has identified ... a learning need.’

5.2. Additional learning needs support:

Additional learning needs support is that which is delivered over and above what is normally provided, and is delivered by a specialist Skills Coach or Vocational Coach. This includes any support given to learners with the aim of progressing and developing them towards achieving a learning aim. This does not include support to deal with everyday difficulties which are not directly linked to their programme of study.

5.3. Support systems:

Learners have access to two systems of support; the first to support the development of literacy and numeracy skills and the second to support with strategies for learners with additional learning needs.

Basic and Key Skills Builder (BKSB) offers resources to support learners to build on literacy and numeracy skills. All learners receive access to this but it is particularly helpful when used to provide resources for those learners who are working at the lower levels of attainment. Learners complete an initial assessment which identifies their current level of attainment, followed by a diagnostic assessment which identifies particular areas that need to be developed. This allows specific resources to be identified to build the learner’s level of competence across a number of skills.

Learners with additional learning needs also have access to Do-It-Profiler. Following a positive result, indicating a support need, learners complete an assessment which produces a band report. This report identifies the specific needs the learner has, and is reviewed with the learner at their next visit to inform discussions about how ATEL can support them. This might include resources and techniques for learners to adopt and complete throughout their programme, either independently or with their Coach during a session. It is important to note that the Do-It-Profiler does not provide a diagnosis, but identifies specific areas that require development and provides learners with mechanisms to support them with the skills they need during their programme and into their working life.

6. Procedure for identifying and delivering additional learning needs support:

Pre-screener assessments are completed at enrolment to ensure early identification of needs.

6.1. Assessment and identification of support needs:

A pre-screener questionnaire is completed with learners by a member of the Business Development team completing the enrolment. Any potential ALS / SEN needs are flagged at this point. Should no support need(s) be identified, the enrolment will continue without an ALS referral.

Any potential ALS need(s) identified triggers an ALS referral for an interview with a specialist Coach. An ALS referral form is completed with the learner, and is sent to als@aspirationtraining.com within 1 working day.

The ALS referral is shared with the relevant team leader / Sector Manager. The learner is assigned to a Skills Coach for an assessment appointment to be made within 2 weeks.

During the meeting with the specialist Coach, further robust checks to identify additional learning needs are completed which may trigger additional support. The assigned Skills Coach will complete an initial interview, within 4 weeks of referral, as part of the first visit, and the Do-it profiler assessment band report and BKSB initial assessment and diagnostic results are reviewed.

Support and funding are triggered if:

- Interview answers confirm a need
- Scores are 1 or 2 on the Do-It Profiler band report
- The learner scores 2 levels below their current programme level for Functional Skills on BKSB initial assessment

The Skills Coach will then complete a learner support agreement with the learner and email a copy of this to admin@aspirationtraining.com and the relevant Sector Manager to initiate a claim for additional support funding.

6.2. Delivery of support:

Skills Coaches will conduct support sessions with learners with additional learning needs at least once every 4 weeks. At these sessions, work is completed using whatever differentiation is required based on the learner's needs.

Individual support plans are reviewed and updated with any relevant information and to confirm whether additional learning support is still required. If so, evidence should be uploaded to the ALS tab on Smart Assessor and the next visit scheduled.

Should the learner no longer require additional learning support, evidence is to be uploaded to the ALS tab on the learner's Smart Assessor record for that session, and an email sent to admin@aspirationtraining.com to request that any future ALS funding claims are stopped.

6.3. Recording and gathering of appropriate evidence:

Evidence should be uploaded to the ALS tab on Smart Assessor by the Skills Coach at the first visit, and include:

- Funding start email
- Pre-screener with referral
- ALS interview
- Individual Support Plan (ISP)
- Clear review of first session

Evidence should be uploaded to the ALS tab on Smart Assessor by the Skills Coach at subsequent visits, and include:

- ALS checklist, including any access arrangements required (second / third visit)
- Updated individual support plan (ISP)
- Clear review of session activity including differentiation and work completed

Comments on the ALS tab must be clear in demonstrating what differentiation was identified and how this was applied to activities completed with the learner to ensure a positive teaching and learning experience that helped support the learner to achieve.

6.4. Monitoring compliance and sufficiency of evidence:

Robust ALS reconciliation takes place quarterly and is attended by Heads of Operations for each sector and the Quality Manager (England). Any areas for improvement identified are logged on a central action plan and followed up in 121s with individual team members.

Sector Managers also complete monthly audits of ALS recording in 121s, and this is stored centrally to inform training and support needs.

6.5. Access arrangements / Reasonable adjustments:

Access arrangements and reasonable adjustments are applied for learners with additional learning needs. These could include 25% extra time in examinations; a reader or scribe or coloured paper / coloured screen.

Access arrangements may be applied to any assessment completed whilst on programme for Functional Skills or assessments in the Diploma. Reasonable adjustments may be applied to End Point Assessments (EPA).

Once identified, Coaches will complete a form to request a reasonable adjustment or access arrangement and this must be sent to als@aspirationtraining.com.

Once received, the ALS tab, interview and individual support plan are checked on Smart Assessor to ensure sufficient evidence is stored to support the request.

Sufficient evidence must include, but not be limited to:

- A minimum of 3 months' worth of entries detailing the support ATEL has given – this must detail how things have been differentiated to give support, eg; the learner needs to have tasks broken down to aid comprehension, short but more frequent visits for learners who have panic attacks so as to reduce the feeling of being overwhelmed.
- If a reader or scribe is requested, there is also a requirement for evidence that there has been help at a previous education environment. This may include:
 - JCQ form 8 – provided by the school where there has not been a need for an EHCP, but the disability / learner need warrants support
 - Medical or professional supporting documents
 - EHCP
 - Where learners have self-disclosed an additional learning need, eg; for anxiety / confidence issues, a Do-It-profiler band report must be completed

6.6. SEND Code of Practice:

Co-operation between education and social care is essential for supporting SEND learners to make a successful transition into further education and adult life. This policy helps ensure ATEL are doing all they should and can do to improve outcomes for learners, and has been developed to align with the principles of the 0-25 SEND code of practice.

These include:

- taking into account the views of children, young people and their families
- enabling children, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- ensuring high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood

As per the code of practice, the procedure outlined in this policy demonstrates how ATEL gives all learners the opportunity to disclose any additional learning needs, medical condition or disability which could affect their learning, both at the start of their programme and continuously throughout. The completion of the Do-It-Profiler band report provides evidence from which Coaches are able to work with learners and other stakeholders, where EHCPs are in place, to identify, review and monitor necessary support requirements. Records are stored centrally in password protected systems to evidence differentiated support given and progress towards a learner's agreed aims.

6.7. Education and Health Care Plans:

Where learners declare, or ATEL discovers, that an Education and Health Care Plan (EHCP) is in place, ATEL has a legal obligation to support the learner in line with this, including any access arrangements or reasonable adjustments they may need and to robustly record all support arrangements on the individual support plan.

This legal obligation also includes a review for everyone with an EHCP under the age of 24, with the learner, parent / guardian, medical specialist they would like to attend, local authority and employer (if appropriate) in attendance. This review must take place once a year or within 12 months of the last EHCP.

Following this review plans are written, either by ATEL or the local authority, and must be stored in a secure location. Plans are discussed with the Coach and the manager to identify what support is required, and this is then included in the ISP in addition to any other required information. The ISP is stored by the relevant Head of Department in a secure, password-protected and access-restricted folder on the shared internal network.

7. Responsibilities:

7.1. The Board of Directors:

- Ensuring Aspiration Training is fully compliant with legal requirements
- Ensuring Aspiration Training is fully compliant with funding, regulatory and statutory requirements
- Ensuring effective implementation of this policy
- Ensuring this policy is reviewed on a regular basis

7.2. Managers:

- Ensuring this policy is fully supported by their team
- Ensuring that all employees are aware of this policy and receive adequate training to ensure its implementation
- Ensuring learners identified as requiring additional learning support are assigned to a skills coach within 2 weeks.

7.3. Staff:

- Ensuring they are familiar with this policy and supporting process
- Liaising regularly and effectively with any supporting team members to positively impact the learner experience
- Ensuring any changes to a learner's needs or circumstances are communicated with the relevant teams to ensure compliance with funding, regulatory and statutory requirements

8. Communication:

This policy is available on the Aspiration Training website and may be provided in hard copy upon request.

9. Monitoring and review processes:

This policy will be reviewed on an annual basis, or when statutory guidance changes, to ensure it continues to meet the needs of the organisation and its stakeholders. The review will be conducted by the Board of Directors.

10. Contact details:

If you would like to discuss this policy further, please contact:

England

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