

ADDITIONAL LEARNING SUPPORT

Family:	Teaching & Learning
Reference Code:	Q/1
Line Manager Responsible:	Head of Teaching & Learning
Approval Date:	30 July 2022
Issue Date:	1 st August 2022
Review Date:	31 st March 2025

- If you consider that you have a disability, a learning difficulty or particular support need we will make the reasonable adjustments to meet your needs
- F2L is a fully inclusive training provider with experienced and dedicated staff who will work to help you through your studies
- All support is specific to each individual, and before you start at F2L, meetings are held with you to establish your individual needs and preferences, so that provision can be put in place, appropriately. You may like to bring along a parent / guardian / keyworker / carer or friend to your interview. Together we will develop your Additional Support Plan and discuss your progression route
- Once you have submitted your application you will be given the opportunity to discuss with the Additional Learning Support team your needs and how we can best support you during your time at F2L. During the ALS initial assessment, advice and guidance is provided on the applicant's eligibility for support and the range of appropriate support options available. Your application will be carefully reviewed to ensure that you will be able to make positive progression from your starting point at F2L
- We understand that other provision may be necessary and we will work with you and your home local authority when applicable to identify what additional systems and resources are required to support you to succeed
- Our main objective is to support learners to develop their autonomy in preparation for work and independent living. For this reason, support may be reduced or amended as learners progress through the curriculum provision
- Additional learning support systems are in place to support learners enrolled on the Level 1 courses who need further help with their literacy, numeracy and language skills.

Who can /we cater for/ we support?

We are an inclusive mainstream Training Provider and we aim to meet the needs of learners with special educational needs (SEN) or disability. Our learners are aged between 19 and 70 years old and include those who may have the following needs:

- communication and interaction needs
- cognition and learning needs
- emotional and mental health difficulties
- physical and sensory needs
- health and medical conditions
- language difficulties, dyslexia, dyscalculia and dyspraxia.

How do we support learners with SEN or disability?

Our priority is to ensure that the quality of support is high throughout our provision. Part of our criteria for good and outstanding support is that the needs of learners with SEN are met appropriately.

- We have high expectations of our learners' standard of achievement and behaviour including those with SEN or disability
- We consider the needs of the learners with SEN in the learning environment and we will vary our strategies by using a graduated approach ("assess, plan, do review") where appropriate to meet their needs
- Additional learning support and teaching staff work closely together in assessing and supporting learners with SEN or disability
- Support programme plans are regularly reviewed and can include 1 to 1 support, in class support, small group support, workshops, escorting and comfort support, graduated intervention plan, access to assistive technologies, exam concessions arrangements when appropriate, counselling and coaching, access to a designated support area known as the Hive, guidance to improve study skills, adapted documents and materials, hearing loop
- Support from external partners such as counsellors and advice from specialists such as speech and language therapists and specialist assessors are included in our programme of interventions
- learners in receipt of support are invited to give their views and we aim to ensure that they contribute to various platforms and forums to give their feedback
- ALS targets and intended outcomes are reviewed with learners who are encouraged to discuss their content and where they feel they could be adapted.

In addition we have:

- Well qualified and trained staff to support learners with English and Maths
- Learning support staff, behavioural and teaching assistants providing intensive support to learners who require additional support in accordance with their identified needs and/or in English and Maths
- We make reasonable adjustments in the learning environment, our resources and equipment to meet a range of needs and to ensure all learners have access to all aspects of the curriculum.

How can you tell us about your needs?

Our admissions process allows you to disclose your support needs at an early stage, using the application form or the enrolment form so that we can put in place the support that you may need at the start of your programme:

- If you complete the application form online, please select the relevant fields. If you complete a printed version of the application form, please tick the correct boxes
- A Learning Needs Questionnaire will be sent to you, please take time to complete it
- Please bring the recommended documentation to your interview
- Once you are enrolled on the course, you can speak to your tutor who will refer you to the ALS Team or you can approach the ALS team located in the Learning Centre. You will then be contacted by one of the ALS staff to discuss your needs in more detail and to determine what services you may require, given your individual circumstances
- If an Education, Health and Care (EHC) plan is in place, we will need to implement the requirement for support in line with statutory requirements. If the estimated costs of the support exceeds £6000, discussions will take place with the applicant's local authority before support is agreed.

It is important that you disclose your needs at the earliest possible opportunity so that F2L can put the reasonable adjustments in place for you promptly. The timing and the scope of the implementation of your support programme will be dependent on the timing of your disclosure.

What F2L will do with your confidential information?

The Learning Services Department needs to hold information about you, so that we can support you. Any personal information that you give to us will be processed in accordance with the UK Data Protection Act 2018.

The Learning Services Department staff in charge of the additional learning support (ALS) cannot carry out their role without access to the learner's confidential records. These records could be, for example: DSA letters, needs assessment and diagnostic assessment reports, EHCP and any other special education needs and disability reports, schools and ALS records. These documents are required to confirm the funding and the additional support required. Staff will need to use these documents in their professional role to establish a learner's appropriate learning support plans. Both paper and e-records are required to be stored by the ALS department and be ready for inspections by external services

Applicability of reasonable adjustments in vocational and occupational qualifications

Learners are individuals with a diverse range of needs — including assessment needs. For learners who are disabled under the provisions of the Equality Act 2010, a reasonable adjustment might be required to compensate for a substantial disadvantage, but there may be other adjustments that need to be made in order to meet their individual needs.

Reasonable adjustments are adjustments made to an assessment for a qualification so as to enable a disabled learner to demonstrate his or her knowledge, skills and understanding to

the levels of attainment required by the specification for that qualification.

Learners should be involved when any adjustment decisions are made. Reasonable adjustments must reflect the normal working practice of an individual working within the theory or practical elements of our qualifications. There is no duty on F2L to make any adjustment to the competences being tested in an assessment. For example, it may not be possible to make reasonable adjustments where:

- an assessment requires the demonstration of a practical competence such as using tools in the workshop
- the assessment criteria have to be fully met
- adaptation of the physical environment for access purposes
- adaptation to equipment
- changing usual assessment arrangements
- adapting assessment materials
- providing assistance during assessment
- changing or adapting the assessment method
- using assistive technology
- extra time, e.g. assignment extensions
- use of a different assessment location
- use of coloured overlays, low vision aids, CCTV
- use of assistive software
- assessment material in an enlarged format or Braille
- reader
- scribe
- practical assistant
- prompter
- transcript
- assessment material on coloured paper or in audio format
- language modified assessment material
- British Sign Language (BSL)
- Use of ICT/responses using electronic devices

Not all of the above adjustments will be reasonable, permissible or practical in particular situations. Learners may not need, nor be allowed the same adjustment for all assessments.

The Head of Quality will determine what adjustments can be made with assessment methods to suit the specific learner needs.

Providing advice to potential candidates / learners

It is vital that F2L recruits with integrity. It is imperative that we ensure that learners have the correct information and advice on their selected qualifications and that the qualifications will meet their needs. F2L will assess each potential learner and make justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. We have a duty of care not to enrol learners who we feel won't pass the assessments for our courses.

Initial assessments and Individual Learning Plans (ILP's) must identify, where appropriate, the support that will be made available to the learner to facilitate access to the assessment. Where the recruitment process identifies that a learner may not be able to demonstrate attainment and thus gain achievement in all parts of the assessment for the selected qualification, this must be communicated clearly to the learner. A learner may still decide to proceed with studying a particular qualification and not be entered for all or part of the assessment.

All F2L learners will be made aware of:

- the range of options and support available for our courses and assessments
- the entire criteria that must be met on our assessments to pass the whole course successfully

Applying for a reasonable adjustment

Internal assessments

Reasonable adjustments must not affect the reliability or validity of assessment outcomes, nor must they give one learner an assessment advantage over other learners undertaking the same or similar assessments. All internal assessment modifications must be made with the agreement of The Head of Quality who will inform the External Verifier for the awarding body of any changes. Only with their consent will the reasonable adjustment be made.