



**Additional Learning Support
Policy
2023-2026**

Policy Reviewed by: ALS Manager/Team Leader Supported Learning
Review Date: June 2023
To be reviewed: June 2026

Additional Learning Support Policy

Purpose

This policy supplements the Equality and Diversity Policy and has strong linkage with the Admissions Policy. It has been formulated to emphasise the College's commitment to making learning accessible to all individuals and to respond fully to aspects of disability legislation. The Disability Discrimination Acts 2005 and 1995 and the Equality Act 2010.

The College is committed to anticipating the individual needs of learners, providing reasonable adjustments and promoting non-discriminatory practices across the function of the organisation. This includes ensuring the availability of a range of services and auxiliary aids to meet the needs of learners, and potential learners, who have a learning difficulty and/or a disability that may affect their ability to access provision.

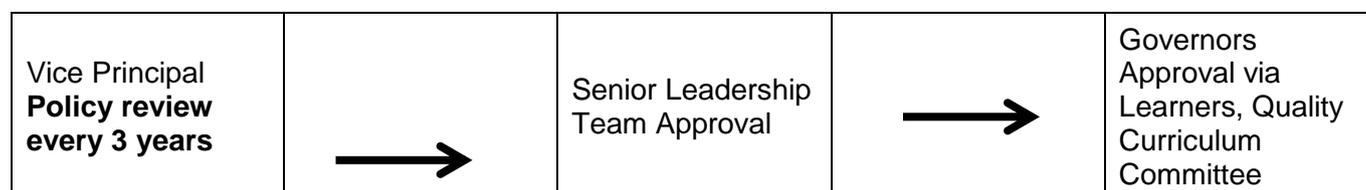
The College is also committed to supporting learners with the development of literacy, numeracy and language skills to enable them to succeed on their programme of study and to play a full part in society.

Aims

The overall aim of this policy is to ensure that the College is an inclusive learning environment where learning, achievement and progression are accessible for everyone. The delivery of additional learning support will encourage access and progression based on the individual needs of all students including, where appropriate the inclusion and support of students with a variety of disabilities and special requirements.

Scope and Responsibilities

The Policy is written for and circulated to all staff of the College. The Vice Principal reviews the Policy every three years. The diagram below illustrates the review, approval and monitoring arrangements of this Policy.



This Policy supports the delivery of the Strategic Plan. Achievement of the aims of the Policy will assist in enabling Sandwell College to raise the retention and success rates of learners.

Accountability for monitoring the achievement of the aims of this Policy in practice lies with all managers of the College. In particular, the Vice Principal must ensure the effective strategic implementation of the policy

Underlying Principles

The College is committed to developing inclusive learning approaches and to providing additional learning support to secure learning success for all.

For the College to be an inclusive learning environment there is a need to recognise disability and its impact on the way people learn. Inclusive learning is based on providing the best match or fit between a learner's needs and the learning opportunities provided.

Whilst an inclusive approach to learning moves away from the concept of offering standard provision with additional human or physical aids, some learners, including people with disabilities, will require additional support, including individual adjustments, in order to have full access to provision.

A person has a disability if he/ she has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities

Learners' Entitlements

All learners are entitled to study and progress in an environment where they can expect the following as identified and appropriate:

- are fully respected and feel welcomed
- are treated fairly
- have equality of opportunity for learning and training
- have full access, wherever possible, to the range of college facilities and services and
- feel confident that action will be taken to readdress any perceived discrimination
- where available: support in class from a Learning Support Assistant (LSA), additional one to one support in literacy/language, numeracy and dyslexia, via HubeXtra and assistance with assignments
- extra workshops and /or drop in sessions, dyslexia assessments and referral
- special arrangements for exams, specialist software/ equipment/ Communicator Support Worker (CSW)

Staff Responsibilities

Staff should:

- monitor the flexibility of course provision to ensure that people with a disability are not excluded unnecessarily;
- review teaching styles and practices to ensure that provision is accessible and that reasonable adjustments are built in to anticipate likely support needs;
- ensure that recruitment, assessment and examination arrangements are flexible to the needs of people with a disability and anticipate the need for likely adjustments;
- encourage people to disclose a disability where it would enable additional adjustments, exam/assessment arrangements or auxiliary aids to be put in place, whilst maintaining confidentiality to the level requested by the person, wherever possible;

- Ensure that learners complete an initial assessment for all full time students at enrolment and for part time students as appropriate. The results will help identify literacy/language and numeracy support needs and decide whether the provision of additional learning support would be of benefit to the learner;
- Maintain effective working links with learning support staff to maximise inclusive practice and to provide timely and appropriate additional learning support whether the need is identified at the start of a learning programme or at any time later on;
- Monitor the accessibility, and take anticipatory action, relating to College services, including: Information, advice and guidance, Welfare and Counselling, Libraries/Learning resources, refectory services and recreational facilities.

College Management Responsibilities

College managers should ensure that:

- Governors are aware of their anticipatory duty to ensure an appropriate strategic response to the Equality Act 2010
- All staff receive training on their responsibilities
- Sufficient resources are available to fund the anticipated reasonable adjustments to meet the needs of learners who have a disability and to respond to individual cases;
- All staff are fully conversant with this policy and the demands it places upon them;
- Effective systems and procedures are in place for the promotion, referral, identification and provision of additional learning support, including learning agreements, review of need and effectiveness of the service;
- As part of the Equal Opportunities monitoring, student data are analysed by disability.

Standards by which the success of the policy can be evaluated:

- The College attracts and retains learners who have a learning difficulty and/or a disability;
- Staff respond positively and confidently to the support needs of learners;
- Positive feedback from students who have a learning difficulty, a disability or who need additional learning support;
- Students who have a learning difficulty, a disability or who need additional learning support, achieve on their chosen course as well as other learners.

Diversity

The College has a range of curriculum provision covering ability levels from pre foundation basic education to degree level and beyond. Sandwell College students are found within the full range of age groups, modes of attendance and learning needs, ability and motivation.

Sandwell College thrives on the diversity of its students and recognises the valuable and enriching contribution that people from a variety of backgrounds and experience bring to the life of the College. It is committed to maintaining breadth in the curriculum and providing support to every student, through its entry systems, course provision and student support structure, during their time at Sandwell College.

Recognising the diversity of our current and future cohort of learners and clients and being responsive to their needs, is key to improving the quality of additional learning support.

Inclusive Learning

Sandwell College is committed to the principles of inclusive learning. It supports the view that good teaching is found where teachers understand and respond to the individual requirements of the students. It will use the individual learners as the starting point for its delivery of additional learning support.

Through an understanding of how people learn, staff will endeavour to match the learner, aptitudes and learning styles with the curriculum and its delivery in an appropriate, supportive learning environment.

Learning Environment

The learning environment extends beyond the physical resources of the classroom to include every aspect of the learners' experience at Sandwell College.

The College continuously strives to improve its additional learning support resource materials to stimulate learner interest.

Staff Development

The achievement of the aims of this Policy is directly related to the ability and commitment of the staff of the College to deliver it. A systematic Staff Development Programme will be developed and implemented to support continuing professional development and the achievement of high standards in additional learning support delivery.

Quality Mechanisms

Quality, in relation to additional learning support, is about the achievement of standards and the identification and dissemination of best practice.

The College's Self-Assessment Report details, with evidence, areas for improvements required in the delivery of additional learning support. Similarly, the action plan highlights areas of development needed with responsibilities and timescale for achievement.

Equality and Diversity

Sandwell College has a strong commitment to equality and diversity as laid down in College Equality and Diversity Policy. The College aims, in its learning, administration and support services to promote equality and diversity, and freedom from discrimination.

The delivery of additional learning support will encourage access and progression based on the individual needs of all students including, where appropriate the inclusion and support of students with a variety of disabilities and special requirements.

Learning programmes will not be discriminatory and will challenge stereotyping and bias.

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. Sandwell 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.

Covid-19

The College has undertaken significant Health & Safety measures to ensure that all students are able to learn and reach their potential in a safe environment. During Lockdown risk assessments are carried out via a phone call with the students/parents/carers/guardians of High Needs learners.

Related Policies and Student Entitlements

- Health and Safety at Work
- Assessment Policy
- Equality and Diversity Policy