

Additional Learning Support Policy and Procedures

Additional Learning Support Statement

TDM is committed to inclusive learning and widening participation as described in our equal opportunities policy.

TDM take its responsibilities under the Equality Act 2010 very seriously. This means that all applicants and learners who have disabilities or learning difficulties or self-declare a difficulty or disability are entitled to receive support to enable them to participate as fully as possible in the programmes we deliver, and to complete their programme of study successfully.

Additional Learning Support (ALS) includes any activity providing direct support to an individual student over and above that provided in a standard programme of study, and which leads to achievement of their qualifications and learning goals.

The need may arise from a learning difficulty, disability, from English &/ Maths need, or language support requirements.

TDM aims to meet ALS needs on an individual basis; as assessment will be undertaken by the learning coach in liaison with programme leaders and, where appropriate, parents and external agencies.

What Constitutes Learning Support

TDM can provide the following support:

- Access to the Assistive Technology
- Extended assessment visits
- Extended training sessions
- Learning Support (one- to- one)
- Advice and guidance for liaison with external bodies such as support organisations
- Extended mentoring
- Note taking
- Referral for dyslexia assessments
- Examination adjustments (e.g. extra time)

Funding for Learning Support - ALS

TDM can access extra funding for identified ALS needs learners.

The process to access this funding is to follow ESFA guidance and the Funding Rules. Therefore TDM must follow the below mandatory steps:

1. Candidate declares on pre-enrolment for if they have additional learning need and provide evidence
2. Documented evidence arrives with enrolment form and passed to compliance team to process
3. All Learners google sheet updated
4. Compliance team email Support Officer to inform him of new start with declared ALS need.
5. 8 weeks (planned in calendar) from start check VLE/CMS that the ALS plan for the learner is in place, assessed and completed by Coach. If not contact coach to complete, within 10 working days.
6. If plan in place update PICs with LSF claim from date of plan.
7. Email the learner the BCS consent form to complete & when returned from learner, Send the evidence & Consent form to BCS & MTA (as required)
8. Learner support is highlighted on Gateway form
9. If Coach identifies after assessment that no additional support is required, request the coach to provide a signed & dated declaration from learner that they do not require support, though they

had declared on enrolment that they had needed it – within 10 working days. Remove tag from All Learners.

Whilst on programme learner declares/coach ascertain learner has additional support needs.

1. Learner provides evidence of support needs and the above process is followed.
2. If no documental evidence is available, learner self declares their support needs.
 - a. Coach assess and develops plan on VLE/CMS to support learner whilst on programme, however
 - b. No exam concession/adjustment is allowed without official evidence

When ALS plan is completed on VLE/CMS PICs will be updated with LSF end date and additional funding will cease.

Identifying Support Needs

- TDM's academic staff have all had internal or external training on identifying and dealing with ALS needs for our work based programmes.
- TDM are an employer and learner responsive provider. When a learner applies for one of our work based programmes, TDM consider their application based on their ability to meet the demands of the vacancy on offer, regardless of any disability or need for ALS.
- TDM do an initial screening to identify potential ALS and then works closely with employers to identify and support ALS learners.
- External agencies, education bodies and parents will be involved where required. Wherever possible a copy of previous ALS assessment will be put in the learner's file.
- TDM use a RAG system to identify progress of all learners (Red, Amber, and Green) and is documented on our 'All Learners' tracking google sheets.
- Where there is a need for extra support but not ALS need a note is made in the student section in the allocation spreadsheet for learning coach to note and action. For example where the learner has scored an entry level in their initial screening test for Maths. The note is to inform learning coaches and made them aware of potential additional support need -funded or unfunded.
- Only relevant TDM team members have access to this information and all staff is aware of their obligations under the data protection act and GDPR.

Initial Assessment

Applicant candidates complete an interview record where they are asked to declare ALS. They also complete initial screening tests for English, Maths and Tech and Digital Skills.

After completion of this record, an initial interview happens and they are asked further questions about any learning needs.

When a candidate meets employer vacancy requirements, they are put through to an interview with the employer. An employer may decide to appoint candidate with ALS needs if they meet their vacancy requirements. The Engagement team will discuss the ALS process with the employer and will inform the administration team and academic team of the learning needs.

Learning coach will devise a plan of support on initial visit, which may include further assessments to identify where the support will be needed.

If required and in partnership with the employer TDM may refer the learning need to a third party where they are more specialised in providing such service.

Learning coaches/Trainers

Learning coaches & Trainers have got the responsibility:

- to refer to information from the engagement stages and the information contained in the learner's file about the ALS needs of learners in their cohort and make adjustments to teaching, learning and assessment as necessary following the individual support plan devised with employer at initial visit and approved by the quality and compliance manager.
- to provide further diagnostic tests as necessary.
- to use initial assessment results to set relevant SMART targets, take appropriate action, and monitor progress against the needs identified.
- to complete the ALS section in the progress reviews forms to indicate ALS has been given to learner.
- to complete an ALS a written report where a student shows a previously undeclared need for support later in the programme; to submit it to the managers team with the required evidence and to follow steps to start providing ALS.
- to work with the academic team to influence and improve processes and procedures by sharing ILP targets and contributing to ALS paperwork and to include ALS staff in planning.

It is the responsibility of both the academic managers and the learning coaches/trainers to check their records, learners' files to ensure that learners needing support are identified and given an early tutorial and support where appropriate.

Learning coaches must inform the administration team and managers if ALS needs showing in the learner file are not showing in the allocation systems.

ALS is discussed at the regular academic team meetings, any urgent action points must be discussed with managers and solutions implemented.

Monitoring Additional Learning Support

- ALS activity recorded in the progress reviews is checked against the support plan.
- LMS and E-portfolio achievement data is monitored to track achievement, in relation to achievement at TDM as a whole.
- Funding for ALS is checked via the monthly checks done to the PFRs (Payment reports).
- It is the responsibility of the administrative team to identify errors and seek for remedies in liaison with learning coaches/academic team and managers - where necessary.
- Course Leaders should report through course reviews and SARs of the impact of ALS on student achievement.

Examinations and Assessment

Exam concessions may come in the form of extra time allowed for assessments or a scribe or a reader of questions for the sight impaired (for example) this will depend on the procedures and approval from the relevant awarding organisations or End Point Assessment Organisations.

Learners without medically or school/psychological approved disability or difficulty are not eligible for Exam Concessions.

Learners are not required to disclose a learning difficulty or disability to their tutor, but it is in their interest to inform someone in the Academic Team or Exams if they think they will need support in an exam.

The Course Trainer is responsible for requesting arrangements for exams at a minimum 4 weeks before the exam, but any trainer entering learners for exams will need to take responsibility for checking with coaches which students may require special arrangements, and then follow the procedure stated by the awarding body – City and Guilds, BCS, Pearson, Accelerate People etc.

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