

## Additional Learning Support Policy and Procedure for SEND Learners

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### 1. Introduction and Purpose

- 1.1** Babington is committed to providing a rich, challenging and differentiated Curriculum in which all learners including those with Special Educational Needs and Disabilities (SEND), can achieve their maximum potential. Our Additional Learning Support (ALS) team aim to guide learners who have disclosed a disability, learning difficulty or medical condition. This policy has been put in place to ensure the key principles, processes and monitoring arrangements are followed to ensure all SEND learners needs are assessed and they are supported appropriately.
- 1.2** This policy applies to all delivery, engagement and support staff, including associate and temporary staff and covers all learners on both funded and commercial programmes.
- 1.3** The policy additionally sets out how legislative requirements and good practice recommendations will be met with regards to Education Health and Care Plans, (EHCP) and how evidence for Learning Support Funding and reasonable adjustments at EPA will be collected and stored.

### 2. Statement of Intent

- 2.1** Babington is committed to equality of opportunity and strives to ensure that Additional Learning Support, (ALS) needs are not seen as limiting factors and the strengths of learners with SEND are recognised. The aim is to ensure effective strategies and reasonable adjustments are embedded in every day teaching and learning and that ALS processes are followed to provide additional support where required.
- 2.2** ALS is any activity that provides direct support for learning to individual students which is over and above that which is normally provided in a standard learning programme. ALS is made available throughout the student' journey and aims to encourage confidence, organisation and prioritisation skills and independent study to overcome challenges across all skill sets. It enables learners to gain access to learning and to progress towards and successfully achieve their individual learning goals.
- 2.3** An ALS assessment will be provided when a learner has disclosed they have SEND at enrolment. These needs may relate to any learning difficulty and/or disability such as difficulties with literacy, numeracy, memory, processing, medical, physical, social or emotional needs. The learner will be allocated to an Additional Learning Support Coach and will complete a basic needs assessment. If additional support over and above what is usually provided is needed, the ALS Coach will create the support plan to ensure teaching, learning and resources are adapted to address the learning need and that this is shared with Skills Coaches and Specialist Trainers. Performance Coaches will also be notified where reasonable adjustments are required to be applied for from the EPAO. This support is reviewed each month to assess the impact of the support and whether it is still required.
- 2.4** ALS is provided to ensure reasonable adjustments are put in place to remove barriers to learning so that all learners have an equal chance of achieving their learning goals. ALS will be deemed successful when learners with support needs achieve sustainable positive outcomes in line with their peers who do not have additional support needs.

**2.5** Feedback on the additional learning support provided for SEND learners will be gathered at least annually from learners who have been offered ALS support. This feedback will then be reviewed and improvements made to reflect the requirements of our SEND learners.

### **3. Legislation and Guidance – Key Legislation**

#### **3.1 Special educational needs and disability code of practice 0-25 years July 2014.**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Principles underpinning this Code of Practice are the participation of the young person and family in decision making, the early identification of young people's needs, collaboration between education, health and social care services to provide support and the provision of high-quality provision to meet the needs of children and young people with Special Education Needs and Disabilities, (SEND).

**3.2 The Equality Act 2010:** sets out the legal obligations that post 16 institutions and local authorities have towards disabled young people. Post 16 education providers must not directly or indirectly discriminate against, harass, or victimise disabled young people. An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include providing extra support and aids (like specialist teachers or equipment).

**3.3 Education, Health and Care plan (EHCP):** This is a statutory document and details the education, health and care support that is to be provided to a child or young person who has a Special Educational Need or Disability (SEND). It is drawn up by the local authority after an EHCP needs assessment of the child or young person has determined that an EHCP is necessary, and after consultation with relevant partner agencies. Babington will ask learners at enrolment if they have an EHCP and prioritise learning support for those learners where it is disclosed.

## **4. Responsibilities**

### **4.1 The Board of Directors have responsibility for ensuring:**

- Babington meets its legal requirements
- Policies and procedures are reviewed and revised annually
- Ensuring employees receive appropriate training and understand their responsibilities in relation to learner support and additional learning needs

### **4.2 ALS Coaches and ALS Manager are responsible for:**

- Assessing learners who declare SEND at enrolment and creating a support plan for those who require additional support
- Managing a caseload of SEND learners who have high priority needs requiring additional support including monthly reviews and BUD updates to log evidence for LS Funding
- Collecting and storing securely all documents and evidence required relating to the learners needs that may reasonably be required by EPAO's or the ESFA
- Keeping colleagues fully informed of the additional educational needs and learner support needs of any learners including sharing progress reports and tutor feedback
- Providing regular training and learning opportunities for colleagues about additional and learner support strategies. Ensuring all colleagues are kept up to date with methods which will aid the progress of all learners
- Ensuring that in-session support is deployed effectively to ensure that the curriculum is differentiated appropriately and where necessary

#### **4.3 The LEAD team and Quality and Service Standards Team are responsible for:**

- Contributing to the development and management of learning resources and curriculum plans for inclusive delivery
- Designing and delivering training for key stakeholders, including subcontractors and partners where appropriate
- Carrying out teaching, learning and assessment observations and providing feedback and support to improve practice. Supporting the observation process in the evaluation and analysis of trends, development needs and good practice

#### **4.4 Initial engagement – sales and enrolment colleagues are responsible for:**

- Ensuring learners are given a safe space to disclose learning and support needs at the earliest possible stage of engagement and that accurate information is obtained
- Ensuring that additional learning and learners support needs are shared with the ALS Team to ensure a seamless and supportive enrolment and induction to learning takes place
- Seeking advice where appropriate around individual learners from the ALS team

#### **4.5 The Skills Coaches are responsible for:**

- Working with learners who have been identified at initial assessment stage as requiring additional support
- Providing support in-line with initial assessment and support plans provided by ALS Coaches.
- Supporting colleagues across the business with the delivery of English and maths
- Liaising with the relevant Performance Coach regarding reasonable adjustments required for final assessment of all apprenticeship qualifications including English and maths qualifications

#### **4.6 All delivery colleagues are responsible for:**

- Ensuring that learners' individual needs are planned for and accommodated in all sessions, including making reasonable adjustments where necessary
- Ensuring that all coursework is marked, and developmental feedback is given to include spelling, grammar and punctuation, and mathematical operation errors
- Attending training and standardisation sessions as required and share best practice with colleagues.
- Liaising with the relevant Performance Coach regarding reasonable adjustments required for endpoint and final assessment
- Taking ownership of their own professional development, including identifying where additional development is required to support those learners with additional learning needs

#### **4.7 The Administration department and Compliance is responsible for:**

- Timely and accurate processing of learner information regarding additional learning needs in accordance with Babington guidelines and processes
- Keeping up to date records for funding purposes

### 3. Policy Details

#### 3.1 Information, Advice and Guidance

Free information and guidance are available to potential and existing learners regarding learning opportunities, choices and support via:

- Babington staff
- Babington website and webchat
- Information sessions
- Initial assessment and engagement
- Safe and Sound Team
- Service Support Team
- ALS Team

#### 3.2 Learning Support Fund

Babington are able to claim Learning Support Funding for those learners who meet the eligibility criteria laid down annually by the Education and Skills Funding Agency (ESFA) to cover the cost of additional support. ALS Coaches and the ALS Manager work with skills coaches and compliance to ensure any evidence required is logged accurately, stored securely and reported on the ILR.

#### 3.3 Learning support provided:

Learning support will be provided to all learners in order to accommodate their learning needs. Where more specialist or targeted support is required, this will be funded by the Learner Support Fund as above. The support provided will include (but is not limited to):

- Specialist support as appropriate for: sensory impairments, physical difficulties, learning difficulties, medical conditions including mental ill-health
- Special arrangements for examinations in line with awarding organisation and EPAO protocols
- Additional support outside of training time
- Specialist support for core programmes through targeted support from their Skills Coach or allocated ALS Coach
- Specialist and additional support from the Functional Skills Team with English and maths for Apprenticeships
- Resources and specialist support/equipment. Babington will make reasonable efforts to provide learners with resources and specialist equipment to enable them to achieve to their full potential, e.g. course books, ICT equipment, calculators, adjustable height tables, hearing loops, coloured overlays, writing equipment, scribes, signers, readers or any other support as appropriate. Requests for resources and equipment in addition to those already supplied should be made, by the Skills Coach on behalf of the learner to the Head of Department or Performance Manager for approval by the ALS Manager.
- Specialist Career and Education Information, advice and guidance (CEIAG)

#### 3.4 Linked Documents

- Teaching, Learning and Assessment Strategy and Observation Policy
- Safe and Sound Handbook (includes Safeguarding and Prevent Policy)
- Invigilation Policy
- Internal Quality Assurance Strategy (incl. RARPA)
- Equality, Diversity and Inclusion Policy
- Career and Education Information, Advice & Guidance Policy
- Complaints and Compliments Policy
- Initial Assessment Policy

The Director of Quality is the owner of this document and has approved its publication. The document owner is responsible for ensuring that this procedure is reviewed annually.

This document is issued on a version-controlled basis and is available to all colleagues on the corporate intranet.

**Document Management:**

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**Change History Record**

Version control	Substantive change narrative	Author of substantive change	Date of substantive change
1.0	First copy of Additional Learning Support Strategy and Procedure approved by the Quality and Service Standard Director. Version control added to ISO27001 Standard.	Head of Quality	16/8/19
2.0	Clarification on use of LSF for apprenticeship English and maths support	Head of Quality	17/9/19
2.1	Minor changes to roles and policy names	Quality Director	20/11/20
2.2	Minor changes to roles and policy names / ownership moved to Operations Director	Operations Director	01/08/21
2.3	Rebrand and Minor changes	Quality Director	01/10/22
2.4	Complete update in line with new ALS processes and procedures	ALS Manager	1/7/23
2.5	Updated Performance Coach job titles and RA process	ALS Manager	30/10/24