



## Additional Learning Support Policy 2018-19

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## **Purpose**

We recognise that there are learners who, due to their individual circumstances, will need additional learning support to enable them to have every opportunity to access their course, achieve their Learning goals and progress.

## **Aim**

To set out how we will identify learners requiring additional learning support and to set out how this support will be delivered and monitored for effectiveness throughout the group.

## **Definitions**

Alacrity Group: for the purposes of clarity the term “Group” will mean Alacrity Capital Holdings Limited and any of its subsidiary companies which includes, but not limited to, Consultvia Limited, Interlearn Limited, Covestia Limited, Genexia Limited and Estvestia Limited.

The term, “Learners with additional learning support needs” is a term used to describe learners who need adjustments making for them due to a medical condition, disability, sensory or physical impairment or learning difference or because English is their second language.

“Additional Learning Support” is the term used to describe a broad range of support on offer to learners with additional learning support needs including: -

- the adjustments to be made by the delivery and assessment staff (e.g. providing copies of hand-outs before the start of a training session, giving advance notice to learners of timetable changes or dates for mock exams);
- the need for assistive technology to be provided;
- one to one or small group support sessions provided by Skill and Support Coaches;
- In-class support;
- the adaption of materials into Braille or enlarged text by the training and assessment team;
- Access to Examination Arrangements;
- Communication Support from the Skill and Support Coaches, who will translate and transcribe lecturers and materials for learners who are Deaf or having hearing difficulties.

## **Scope of the Policy**

The scope of the policy extends to all learners. However, the type of support received by an individual learner may be delivered in different ways to effectively meet their specific needs. Wherever possible, we will make arrangements which best suit the needs of the learner whether they are attending the training on a full-time, part time or work-based mode.

## **Roles and Responsibilities**

### **Assessor's and Tutors: -**

All delivery and assessment staff and support teams should be aware of this policy so that they can contribute to ensuring that learners who need additional learning support receive it in a timely and effective way.

When working with learners with additional learning support needs, tutors and assessors have the responsibility to: -

- make reasonable adjustments for learners with additional learning support needs;
- pro-actively liaise with support staff to ensure effective implementation of the support plans or educational health care plans;
- seek advice or training from either external or internal sources in order to develop their skills and knowledge in making adjustments;
- liaising with the exams office to request access arrangements, where appropriate as soon as the need is identified;
- use different ways of making adjustments that encourage learners' independence.

Staff will offer support that focuses on the needs of the individual learner whilst maximising the impact of the resources that are available for additional support.

This may include the following support services: -

- Setting small class sizes, where appropriate;
- In class support;
- Support workshops;
- Individual tailored support;
- Group support sessions;
- Arrangements for examination concessions;
- Adaptation of learning materials or the learning environment;
- Provision of specialist equipment and resources;
- Specialist external support depending on individual needs;

Learners have a responsibility to: -

- attend appointments and training sessions promptly;
- attend 1:1 sessions promptly;
- inform staff of any relevant changes to their circumstances;
- ensure that any paperwork is still valid and up to date.

## **Monitoring and Review**

To assess the impact of the support we will monitor the progress of each learner receiving additional support at least every six weeks in order to ensure its effectiveness.

We will also annually assess the effectiveness of the policy via the self- assessment process, which will have analysed and report on the success of learners who have received additional learning support.