

| Version Control | | | |
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| Version | Author | Date | Changes |
| 1.01 | Quay Huong Tran ¹ | 25 th May 2022 | Included a version control table |
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¹ This date is only indicative, and the said policy may be reviewed before due to changes in the macro and/or microenvironment.

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1 Introduction

Bliss College is committed to creating a supportive learning environment for all our learners. We are also committed to achieving excellence for all learners in order that they may fulfil their potential.

This Learner Support Policy aims to provide an overarching framework for managing the learning needs of learners, especially those that need additional support irrespective of the cause. We recognise that for a variety of reasons, learners may require additional support in order to succeed in their pursuit of their educational goals with us as a training centre. These needs may arise from personal, environmental, and other circumstances which may or may not present themselves at the time of registration. It is also recognised that learners will not be able to achieve their goals if they are impeded by barriers that are not adequately addressed.

As such, this framework will aim to support both employees and learners and engage with appropriate agencies that are able to provide additional specialised support should the need arise.

2 Policy Focus

The policy focuses on the following priorities of the centre:

1. To improve the quality of teaching, learning and assessment outcomes.
2. Ensure that every learner is given the appropriate support once appropriate assessment has been carried out.
3. To provide additional support for staff members who may also need help to assist these additional learner needs.
4. Identifying appropriate external agencies and stakeholders that would be able to contribute to meeting the additional learning needs of learners.

3 Location of the policy

You can obtain this policy by ringing our administration team on 02085144977.

4 Communication of the policy

It is important that personnel involved in the management, assessment, and quality assurance of all programs on offer, are fully aware of the contents of the policy.

5 Definition of Additional Learning Support (ALS)

ALS is any activity that provides direct support for learning to individual learners, over and above that which is normally provided in a standard learning programme that leads to their learning goal. ALS is required to help learners gain access to, progress towards and successfully achieve their learning goals. The need for ALS may arise from a learning difficulty and/or disability, or from support required to access a progression opportunity or employment, or from literacy, numeracy, or language support requirements.

6 Scope of the policy

Additional Learning Support (ALS) will include any activity that provides direct support for learning to individual learners, over and above that which is provided in a standard learning programme, and which leads to their primary learning and/or functional skills goal(s). The need may arise from a learning difficulty or disability or from literacy, numeracy, or language support requirements.

Where the majority of learners in a group are identified as requiring ALS support, this should be addressed through the design of the programme. We are committed to flexible learning programmes which are designed to meet the needs and aspirations of learners with additional educational needs and/or basic skills needs, including English language and mathematics.

Bliss College recognises that all learners have individual learning needs. The scope of this policy outlines how we plan to meet and address these needs when identified:

- Assessment and information gathering at transition through links with Secondary Schools (where applicable) and other referral agencies and social networking partners.
- Liaison with outside agencies.
- Involvement at interviews following application if Learning Support needs are disclosed or identified.
- Initial assessment via BKSB and Exact to determine the support required.
- Providing one to one or small group support for learners from a Learning mentor.
- Providing advice and guidance to staff that are directly involved with the learner.

The policy is also influenced by the Equality Act 2010 and the Children and Families Act 2014. Their implementation is integral to this policy.

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| Policy: Learner Support | Date created: September 2019 | Date implemented: October 2019 |
| Responsibility: Quay Tran | Approved by: Management | To be reviewed: May 2023 |

7 The Policy

We aim to provide an appropriate level of support that will allow learners to access education, achieve their courses and reach their full potential.

We aim to do this by:

1. Identifying and responding to the needs of our learners and by actively promoting and working within the organisation's commitment to promote equality for all and working confidentially and treating learners with respect.
2. Supporting curriculum staff to enable them to identify learners' individual learning needs.
3. Encouraging learners to take advantage of the support offered to them and to help them become independent and successful.
4. Regularly reviewing and evaluating the effectiveness of the support and learner progress. (Personal targets are set for learners by the end of induction and these are reviewed three times in the year using a Red, Amber, Green rating system).
5. Regularly reviewing and evaluating the effectiveness of the agreed support and increasing, changing, or removing the support as appropriate; and
6. Providing sensitive advice and guidance prior to entry to raise aspiration and to assess any additional needs in a timely and comprehensive manner.

8 Identification of needs

Learners are able to disclose information relating to additional educational needs at any point in their journey. Bliss College actively promotes inclusive practices and encourages learners to disclose information regarding additional needs as early as possible in the application cycle in order to support planning and provision to be most effective.

9 Pre-Entry Stage

Prior to enrolment, all learners are encouraged to disclose information relating to additional needs through the application and course selection process. Once information has been shared with, all learners will be contacted by the relevant team and offered opportunities to complete a Learning Difficulties Assessment. The purpose of the assessment is to verify the nature of the need, gather more detailed information and, where applicable, begin the support planning process. The needs assessment may take place in conjunction with programme interviews and selection activities or independently.

Where an applicant is assessed as being eligible for and requiring some form of additional support, a profile will be produced which sets out basic information about the learner's needs and gives initial guidance to teaching and support staff allowing them to make timely plans for supporting the learner and ensuring that curricula are accessible and inclusive.

10 On-Programme Stage

Once a learner has enrolled on a programme, a more detailed Individual Support Plan and where necessary a separate Individual Learning Plan will be produced that gives details about:

- The aims and objectives of support.
- Additional support provision planned and implemented.
- Support Targets and review schedules.

With the learner's consent, all information that contributes to the effective and appropriate provision will be shared with relevant staff.

Additional learning support is intended to be flexible and creative in order to meet the needs of individual learners. Support strategies are varied but can include but not limited to:

- Access to tutors for curriculum and functional skills support.
- Access to specialist support for emotional-behavioural or mental health issues.
- Access to ICT and assistive learning technology to develop study skills and promote independence.

11 Implementation of the policy

- i. Encouraging an environment that encourages learners to feel free to disclose their learning needs without the fear of recrimination.
- ii. Encouraging applications from those with physical or learning difficulties and disabilities.
- iii. Assessing an applicant's suitability for their chosen course based on their potential to achieve.
- iv. Providing staff and learners with information and training on equality and diversity related matters needed for an inclusive environment within the centre.
- v. Effective use of pre-entry information including interview records, references, initial screening, and assessment of need (Maths & English BKSB, Learning Styles), which could help identify needs.

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- vi. Offering a varied, inclusive, and accessible curriculum
- vii. Encouraging the use of differentiated teaching and learning supporting literacy, language, and numeracy through specialist 1:1 tuition.
- viii. Supporting learners with Learning Difficulties and/or Disabilities as per their initial assessment report and in-term performance.
- ix. Implementing a continuous assessment of learners throughout their learning in order to pick up early deficiencies in learning.
- x. Supporting learners at risk, such as those struggling with course work and basic functional Maths and English classes regularly, sharing information with the centre staff i.e., tutors and other senior staff.
- xi. All learners identified as needing learning support will be assigned a learning mentor who will review their progress at regular intervals and communicate the outcomes with all relevant parties that support the learner.
- xii. Where a learner is formally diagnosed with dyslexia by an appointed assessor, there may be provision of access arrangements such as extra time, readers, scribes, and modified resources.

It is our policy to provide additional learner support when the need is established in a variety of ways:

1. Be proactive and raise the alarm early from the continuous process of assessment throughout the learning period of learners.
2. Any learning needs will be evaluated to ascertain the level of intervention that may be most appropriate for the learner concerned.
3. Offer additional 1:1 or small group sessions for learners who have an additional learning need.
4. learners would be encouraged to use the support services available within the centre such as the learning mentors/tutors.
5. Arrangement additional external support depending on the diagnosis of the learner's needs.
6. Retention, achievement, and progress are monitored by support staff whether or not the learners have a learning difficulty or disability.
7. A review is carried out at the end of induction which looks at how the learner has settled into the centre and whether the level of support that has been provided is adequate.
8. A second review is carried out in March to ensure that the learner is on track to achieve and looks at their progression plans. These reviews coincide with the centre's mid-course reviews or earlier if learners are spotted before that review.
9. Depending on the circumstances of the learner, progress sessions would be organised with the support and input and collaboration with parents/guardians/supporters.

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10. Differentiated and inclusive learning materials and delivery methods which may be better suited for the learner.
11. Use of adapted resources where feasible to accommodate the learner.
12. Requests for specialist assistance should be available for the specific need(s) of the learner.

12 Monitoring ALS

Learning support on all programmes will be tracked through routine and regular target-setting and ILPs as part of the programme activity.

Individual and group literacy and numeracy support will be tracked through routine reports and summaries passed to course tutors at regular intervals. Programmes should report, where possible the impact of Additional Learning Support on learner achievement, to show distance travelled from early screening and diagnostic assessment. Case-studies of success stories for those receiving Additional Learning Support should be gathered and used to promote Equality and Diversity.

End.
