

Additional Learning Support Policy

Date Approved:	19/08/2024	Approved By:	Managing Director		
Next Review Due Date:	19/08/2025	Manual ID Number:	BSA0	Version No:	2
Author and Responsible Manager:	Head of Centre				
Applicable to:	Staff				
Publication:	Staff SharePoint				

Document Control

Version	Date	Author	Notes on Revisions

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1. Purpose

BSA is committed to inclusive learning by working with students, their carers or advocates and BSA staff to create an environment in which students are not disadvantaged because of their additional needs.

The purpose of the policy is to highlight BSA's commitment to inclusive learning and to ensure that all students reach their full potential and understand their entitlement to support.

2. Scope

All students who have an identification of need are entitled to additional learning support.

The term 'additional support' simply means some kind of educational provision that is over an above (or significantly different to) the education normally provided to students.

This policy therefore applies to pre-entry, induction and on programme assessments and activities.

3. Disclosure and Confidentiality

In accordance with the Equality Act 2010 and the Equality and Diversity Statement, BSA has a duty to anticipate needs wherever possible, to make reasonable adjustments accordingly and to treat all students equally. Information on a learning need cannot be passed on to third parties without explicit informed consent from the student. If a student requests complete confidentiality, then information cannot be passed within BSA or to external agencies from that point. It is acknowledged however that where a student has disclosed a learning need, BSA is deemed to be aware of their individual needs.

4. Identification of need

BSA will follow the below principles:

- At each stage of the student journey, students are encouraged to disclose any learning needs
- It will be made clear that this will not affect their chances of being enrolled
- Every effort will be made to make use of pre-entry information provided by schools or agencies in a timely manner to support effective enrolment and induction and to support student progress whilst on programme
- Assessment of Functional Skills will take place during the initial assessment stage and the results will inform the length of stay and individual learning plan
- At any stage of the student journey a student can refer themselves for support. Assessors may also identify a potential support need and refer a

student for additional support.

5. Provision of support

Once a learning support need has been identified learning support will contact the student to confirm whether they want to take up the additional support. Support strategies could include:

- Ensuring that teaching is differentiated in terms of length of stay and delivery
- Learning materials are inclusive and adapted to support the students' progress
- Provision of 1:1 additional learning support
- Provision of assistive equipment or adaptations where appropriate
- Access arrangements applied for if the student is required to sit exams

The assessor together with learning support will identify:

- The start date of additional learning support
- The expected end date of the additional learning support
- The frequency and level of support to be provided

6. Staff Professional Development

BSA is committed to ensuring that all teaching and support staff are appropriately trained and that teaching strategies are inclusive. We are committed to ensuring that all delivery staff are aware of their responsibilities and can integrate inclusive learning into their own delivery.

Regular CPD sessions will be delivered peer to peer to enable the sharing of best practice.

7. Quality and Monitoring

Progress Reviews and the Learning Journal through OneFile will capture support provided and the students' progress.

Audits and quality monitoring will be carried out on a regular basis throughout the contract year, to confirm evidence to support any funding claim and to monitor the quality of support provided.

The impact of the additional learning support provision will be measure through student feedback and retention and achievement rates of students receiving additional learning support in comparison to those who do not.

This policy will be reviewed annually.