Additional Learning Support Policy

Policy Scope

Riverside Training is committed to actively promoting equality of opportunity, ensuring that all learners reach their learning potential and achieve success on an appropriate course of study.

We aim to provide the appropriate advice and guidance to all learners prior to entry to raise aspiration and to assess any additional needs in a timely and comprehensive manner. Learners are encouraged to disclose their needs confidentially at all stages of the learner journey.

We use a range of strategies to design an appropriate and flexible support programme to reduce significant barriers to learning. It regularly reviews the impact of its interventions to ensure that available funding is used to the best effect and impacts positively on learner achievement. It is recognised that barriers to learning can be caused by physical, mental, social, and emotional and language factors. Learners are supported to develop insight into personal barriers and develop strategies and skills that will encourage them to become independent learners.

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

Purpose and Objectives

The purpose of this policy is to ensure that all learners achieve their learning potential and understand their entitlement to support.

Responsibilities

All learners will complete BKSB and Cognassist Initial Assessments and it is the responsibility of the appropriate LDC to design an Individual Learning Plan to meet the need of the learner with the assistance of Bud. If it is disclosed or identified that a learner has ALS needs. Then the SENCO will be responsible for assessing their specific needs and creating a suitable learning support plan.

Disclosure and Confidentiality

In accordance with the Equality Act 2010 and the Equality and Diversity Policy, Riverside Training has a duty to anticipate needs wherever possible, to make reasonable adjustments accordingly and to treat all learners equally. Information on a learning need cannot be passed on to third parties without explicit informed consent from the learner. If a learner requests complete confidentiality, then information cannot be passed to external agencies. It is acknowledged however that where a learner has disclosed a learning need, Riverside Training is staff need to be aware of their individual needs to ensure they can be suitably supported.

Definition of Additional Learning Support

The term "additional support" simply means educational support or provision that is over and above (or significantly different to) the educational support or provision which normally provided to learners.

Additional support is provided in order that learners with additional support needs can benefit from an education which is directed to the development of the personality, talents and mental and physical abilities of that learner to their fullest potential.

Identification of Need

- At each stage of the learner's journey, learners are encouraged to disclose any learning needs.
- It is made clear that this will not affect their chances of being offered a place on a course.
- Every effort is 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 impact on retention and achievement.
- Assessment of Math and English skill set and Neurodiversity takes place during the enrolment and the results are used to inform the Individual Learning Plan.
- At any stage of the learning journey a learner can refer themselves for support. LDCs may also identify a potential support need and ask for a referral for their learners.

ALS can be allocated where the condition impacts a learner's ability to access learning and requires additional support. These conditions are typically eligible:

- Emotional/behavioural difficulties
- Multiple difficulties
- Multiple learning difficulties
- Visual impairment
- Hearing impairment
- Disability affecting mobility
- Profound complex disabilities
- Social and emotional difficulties
- Mental health difficulty
- Moderate learning difficulty
- Severe learning difficulty
- Dyslexia
- Dyscalculia
- Autism spectrum disorder
- Asperger's syndrome
- Temporary disability after illness (for example post viral) or accident
- Speech, language and communication needs
- Other physical disability
- Other specific learning difficulty (e.g. dyspraxia)
- Other medical condition (for example epilepsy, asthma, diabetes)
- Other learning difficulty
- Other disability

Provision of Support

Once a learner's needs have been identified, the SENCO will carry out an assessment and create a learning support plan for the LDC to follow. The assessment will also highlight any reasonable adjustments that the SENCO has applied for with the EPAO to support the learner during the end-point assessment.

Support strategies can include:

Ensuring that teaching is differentiated in terms of times and delivery methods and learning materials are inclusive
Provision of additional learning support
Provision of assistive equipment or adaptations where appropriate
Coping strategies and awareness resources available within Cognassist

The SENCO will identify:

- Start date of the ALS
- End date of the ALS
- Frequency and level of support

Reasonable Adjustments & Special Consideration

Riverside Training is committed to providing reasonable adjustments to ensure that learners with disabilities or specific needs have equal access to education and assessments. These adjustments may include modified assessment methods, additional time, assistive technology, or changes to learning environments. In cases where learners face unforeseen personal or medical circumstances, special consideration can be granted to mitigate the impact on their ability to complete assessments, such as extensions or rescheduling. All adjustments and considerations will be assessed by our SENCO in consultation with the learner, ensuring that they receive the appropriate support to reach their potential while maintaining fairness and equality in the learning process.

Staff Training

Riverside Training is committed to ensuring that all teaching and support staff are appropriately trained and that teaching practice/strategies are inclusive. It is committed to ensuring that all delivery staff are aware of their responsibilities, and can integrate inclusive learning into their own delivery. Riverside Training will ensure that training is available on a regular basis from the SENCO.

Learner feedback will be gained through learner surveys and internal departmental observation processes. Effectiveness will be measured through analysis of the retention and achievement rates of learners who have accessed support and feedback from the learners and staff.

Monitoring & Review

This policy is reviewed annually

Current Review Date	July 2026
Next Review Date	July 2027

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