

Additional Learning Support Policy

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1. Policy Statement

- 1.1 This policy aims to create fair and equal opportunities for all current and potential learners with a learning support need, in order to support them to achieve their learning goals. Additional Learning Support (ALS) is part of the Mercuri (UK) intervention strategy to help learners achieve success. ALS is offered to all learners who have a learning difficulty and/or disability which may impact on their learning.
- 1.2 ALS includes any activity providing direct support to an individual learner, over and above that provided in a standard Learning Plan, and which supports the achievement of their learning goals.
- 1.3 This service aims to provide a range of social, physical, study skills, literacy and numeracy support for learners with learning difficulties and/or learners with disabilities, where reasonable adjustment can be made.
- 1.4 The policy is for the benefit of all learners with additional learning needs, learning difficulties and/or disabilities and should be adhered to by all staff.
- 1.5 This policy underpins the Mercuri (UK) values that learners are at the heart of everything we do.
- 1.6 This policy applies to all learners.

2. Responsibilities and Obligations

- 2.1 Mercuri (UK) takes its responsibilities very seriously when providing appropriate learner support. We put into place reasonable adjustments to ensure that learners with learning difficulties and disabilities are not disadvantaged and are supported, where appropriate, to achieve their learning goals.
- 2.2 Mercuri (UK) has a duty, under the Equality Act 2010, not to discriminate against, harass or victimise current or potential Apprentices and we will make reasonable adjustments to prevent them being placed at a disadvantage. This duty requires thought to be given, in advance, to what disabled Apprentices might require and what adjustments might be needed to prevent them being disadvantaged.
- 2.3 Where a learner has a learning difficulty or disability that calls for special educational provision, Mercuri (UK) must do the best it can to put appropriate support in place.
- 2.4 Statutory Framework
 - 0-25 SEND code of practice 2014
 - Children and Families act 2014
 - Equality Act 2010
 - SENDA 2001
- 2.6 The ALS team is responsible for ensuring that additional support needs, that learners with a learning difficulties and/or disabilities may need, are accommodated. This service includes:

- Support for learners before and during application.
- Providing assessments and reports for special exam arrangements, readers, scribes and amanuensis.
- Organising specialist advisors for sensory impairment, physical disabilities/medical conditions.
- Support for learners who require assistive technology.
- Provision for note takers, communicators/signers and learning support assistants.
- Advising on study skills, exam technique, literacy and numeracy.
- Advising on specialist software to assist sensory impairment.
- Developing specialist material.
- Providing guidance to LDCs on effective strategies to support learners.
- Providing guidance to LDCs on understanding key aspects of specific learning difficulties and disabilities.
- Informing the AO, where the learner is working towards a qualification, of the planned adjustments to assessment practices.
- Obtaining approval from the AO for any adjustments to assessment practices in advance.

2.7 The ALS team is responsible for checking application forms to ensure that learners requiring support have this put in place, where appropriate.

2.8 The ALS team and Curriculum team are expected to communicate throughout the year, regarding support that is in place and identifying where support needs to be implemented.

ALS staff responsibilities include:

- Identification of the most appropriate type of support which enables learners to access the curriculum, but also promotes coping strategies and independence.
- Assisting learners in improving their literacy and/or numeracy skills, organisational and exam techniques, to support programmes of study.
- Maintaining accurate records of support and impact on student retention and achievement.
- Supporting learners to achieve their chosen qualification and contribute to our success rates.
- Communicating with the LDC to confirm strategies used in order to support learners and track progress made.

LDC responsibilities include:

- Providing the ALS team with details of the support requirements.
- Contributing to progress reviews and recording the extent to which a learner adopts independent strategies.
- Communicating with the ALS team to confirm the strategies used to support learners and report on the progress made.
- Being aware of, recognising and applying the contents of this policy to the learners and their needs.

Manager responsibilities include:

- Ensuring that staff consistently apply the procedures outlined within this policy.

3. Procedure/Compliance Obligations

- 3.1 This policy promotes the inclusion of learners with learning difficulties and/or disabilities, by providing accurate assessment and appropriate support, enabling learners to achieve their Apprenticeship and goals.
- 3.2 All learners are asked to identify any support needs within their application or they can be referred by LDCs following the Initial Assessment process.
- 3.3 All learners can self-refer for ALS.
- 3.4 All learners are asked to declare, at application, if they have an identified need that is specified within an Education, Health and Care Plan (EHCP).

4. Compliance

- 4.1 Failure to comply with the Additional Learning Support Policy will place Mercuri (UK) in breach of an individual’s equal rights and therefore appropriate action will be taken.
- 4.2 Managers must ensure that their staff consistently apply the procedures outlined within this policy. The learners are to disclose, in a timely manner, any additional learning difficulty and/or disability and are expected to accept the appropriate support offered.
- 4.3 Monitoring of the application of this policy is completed by the Apprenticeship Training Manager, is communicated directly with the departmental managers and is discussed with parents, where appropriate.
- 4.4 Adherence to the policy is checked through Teaching and Learning Observations, Performance Monitoring, feedback (from staff and learners) and through monitoring of the support for learners with EHCPs.

5. Version Information

Policy Title	Complaints Policy and Procedure	
Policy version number	1	
Latest version date	24/04/2020	
New review date	April 2021	
Owner	Quality and Compliance	
Version History	Version date	Change summary