

ADDITIONAL LEARNING SUPPORT POLICY

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1. Purpose

The purpose of this policy is to ensure that learners receive appropriate support, reasonable adjustments and intervention to enable them to achieve positive outcomes and progress successfully towards their intended destinations.

2. Policy Statement

The College is committed to providing an inclusive learning environment where all learners have the opportunity to achieve their full potential and participate fully in college life.

The College recognises that some learners may require additional support due to a special educational need, disability, learning difficulty, medical condition or other identified barrier to learning. Through the provision of Additional Learning Support (ALS), the College seeks to remove barriers to participation and achievement, enabling learners to access teaching, learning, assessment and wider college opportunities.

The College is committed to:

- Providing an inclusive learning environment
- Promoting equality of opportunity for all learners
- Removing barriers to participation and achievement
- Supporting learner wellbeing, independence and success
- Ensuring learners can access appropriate support services
- Working collaboratively with learners, parents, carers and external agencies
- Maintaining high standards of inclusive teaching and learning practice.

The College recognises that inclusion is everyone's responsibility and seeks to embed inclusive practice throughout all areas of provision.

3. Scope

This policy outlines the arrangements for identifying, planning, delivering and reviewing Additional Learning Support across the College.

This policy applies to:

- Further Education learners
- Apprentices
- Learners studying within the Academy for Work, Land and Life (AWLL)
- Learners with Special Educational Needs and Disabilities (SEND)
- Learners with Education, Health and Care Plans (EHCPs)
- Learners with temporary or long-term medical conditions
- Learners requiring additional support to access learning.

4. Principles of Inclusive Learning

The College adopts a whole-college approach to inclusion and support.

The following principles underpin Additional Learning Support provision:

- Learners are placed at the centre of decision-making
- Support is personalised and responsive to individual need
- Independence and self-advocacy are actively promoted
- Early identification and intervention are prioritised
- Learners are supported through a graduated approach
- Support is reviewed regularly to ensure effectiveness
- Inclusive teaching is the first and most important level of support.

Additional Learning Support operates within an **Assess, Plan, Do, Review** cycle to ensure provision remains effective and responsive throughout a learner's programme.

Appropriate provision is identified and put in place for individuals who have SEND and additional needs through Application and Enrolment, Interviews, Tutor and Progress Coach feedback, through observation, referrals from parents and carers, self-referrals by you as a student. There are a multiple ways and opportunities via regular support meetings and direct access to our Learning skills Centre. Direct Contacts are given at the end of this document

The College operates a whole college approach to the management and provision of support for SEND:

The Assess, Plan, Do, review Cycle is embedded into all areas of College Provision at all levels and is underpinned by the following:

- Team around the Learner meetings with Curriculum Areas.
- Progress Tracking for early intervention
- Individual Learning Passports shared with Tutors and Progress Coaches
- Through everyday teaching and In Class Support, both of which deploy Universal Design for Learning strategies through our Reaseheath College 5 Principles of Effective Delivery.



The 5 Principles of Effective Delivery (PED)

The College aims to ensure that parents/carers have a clear understanding of how the college support children and young people with SEND and outline their own involvement via:

- Direct Contact
- Annual Review Meetings
- Invitations to Progress and Support Review Meetings
- College to Home reporting
- Regular updates on support changing support plans via direct contact and co-production of amendments to plans

The College provides appropriately qualified and experienced staff who can ensure that the additional learning support policy is put into practice.

- Inclusive Learning Advisors
- In Class Support (Inclusive Learning Practitioners)
- Learning Support Centre Manager
- Exam Access Arrangements Qualified Assessors and Coordinators
- Trained Emotional Literacy Support Assistant (ELSA) staff

The College provides support and advice for all staff working with SEND and additional needs students through regular Continuing Professional Development, links with the College's Home County Local Authority as well as through an online, On Demand Resource bank for self-learning.

The College aims to create an inclusive environment through Direct Access to the Learning Skills Centre and by working across college to lead and model Inclusive Practice.

Further information about the support available can be accessed through direct contact with the Inclusive Learning Advisor, visiting the Learning Skills Centre or by using the 'Useful Contacts' at the end of this document.

5. Responsibilities

5.1 Head of Inclusive Learning

Alongside the Learning Centre Manager, the Head of Inclusive Learning is responsible for:

- Strategic oversight of Additional Learning Support provision;
- Policy implementation and review
- Monitoring quality and effectiveness of support services
- Ensuring compliance with legislation and guidance
- Allocation of resources and staffing.

5.2 Inclusive Learning Advisers

Inclusive Learning Advisers are responsible for:

- Assessing support needs
- Coordinating support arrangements
- Creating and Updating Inclusive Learner Passports
- Delivering specialist interventions
- Monitoring learner progress
- Liaising with curriculum teams and external agencies during EHCP reviews
- Conducting Annual EHCP Reviews
- Assessing EHCP Consultations for Placement from Local Authorities for potential students.

5.3 Inclusive Learning Practitioners

Inclusive Learning Practitioners are responsible for:

- Using the Five Principles of Effective Delivery to support learners in class, support groups, and study skills sessions
- Monitoring learner progress
- Liaising with curriculum teams and external agencies
- Record progress against EHCP Outcomes
- Liaise with ILAs and the Centre Manager to ensure Learning Support Needs are up to date and meet emerging needs.
- To feed into Team around the Learner or Learner at Risk meetings.

5.4 Learners

Learners are expected to:

- Engage positively with support arrangements
- Attend support sessions where required
- Communicate changes in circumstances or need
- Take increasing responsibility for managing their own learning.

6. Identification and Assessment of Need

The College seeks to identify support needs at the earliest possible opportunity.

Needs may be identified through:

- Application and enrolment processes;
- Interviews and transition meetings;
- Information provided by previous educational providers;
- Education, Health and Care Plans (EHCPs);
- Referrals from curriculum staff;
- Referrals from Progress Coaches;
- Parent, carer or external agency referrals;
- Learner self-referral;
- Ongoing assessment and observation.

Information gathered is used to determine appropriate support strategies and reasonable adjustments.

Support needs are reviewed regularly and amended where required.

7. Admissions, Applications and Transition Arrangements

Learning Skills Centre are available to discuss how the College can support a learner's studies at college. Individual needs will be assessed, and support will be provided accordingly.

The College encourages prospective learners to disclose any support needs as early as possible.

Support may be available through:

- Open events
- Information and guidance sessions
- Individual support discussions
- Transition visits
- Enhanced induction arrangements.

For visits to College for learners with additional needs, due to a learning difficulty, disability, or medical condition, contact the College through Reception by phoning (01270 625131) and ask for Learning Skills Centre.

To apply for a course in the Academy for Work, Land and Life (AWLL), an interview will be arranged with a member of staff from the AWLL team. Contact the AWLL team through our Reception (01270 625131).

The College works closely with previous Education Providers to understand a learner's SEND as well as any support strategies that have worked in the past.

The College organises Open Days and Information Mornings and Evenings which learners can attend on their own or with parents, guardian, or friends and can talk to course tutors and discuss learning support. This is strongly advised to see what is available and talk to staff before deciding to apply for a programme.

Phone Reaseheath College reception (01270 625131) for dates and details or visit the website [Experience Reaseheath | Reaseheath College](#)

Learners with an EHCP (Education Health and Care Plan/IDP - Individual Development Plan), will need to have a formal consultation via their Local Authority Caseworker to identify whether the college can meet the needs within the provision of the individual plan, prior to interview.

An interview will be arranged with a tutor from the course applied for. Learners may bring someone with them to the interview for help and support.

Someone from the Learning Skills Centre can be present at interview to discuss needs, by contacting the College, or can be seen separately on request.

Transition visits can be arranged before starting at college to help with becoming familiar with the College and to make the transition successful.

8. Additional Learning Support Provision

Support is tailored to individual learner need and may include:

Universal Support

Support available through quality-first teaching and inclusive classroom practice, including:

- Differentiated learning activities
- Accessible resources
- Universal Design for Learning approaches
- Reasonable classroom adjustments.

Targeted Support

Support may include:

- In-class learning support
- Small group interventions
- Study skills development
- Literacy and numeracy support
- Organisational and planning support
- Drop-in support within the Learning Skills Centre.

Specialist Support

Where appropriate, support may include:

- One-to-one intervention;
- Communication support;
- British Sign Language (BSL) support;
- Reader, scribe or note-taking support;
- Assistive technology training;
- Support for learners with dyslexia, dyspraxia or other specific learning difficulties;
- Support relating to mental health and wellbeing;
- Input from specialist external services.

The nature and level of support provided may change throughout a learner's programme as needs develop and independence increases.

Support can be provided based on an assessment of needs.

Extra support with coursework from the course tutors and from learning support staff from the Learning Skills Centre is available, by speaking to the Progress Coach in the first instance who will refer or signpost the relevant service.

Support can be provided in a variety of ways and may change over time. This will be depending on emerging needs alongside developing independence and self-support strategies to prepare for adulthood.

The Graduated Approach moves fluidly between tiers of support:



9. Education Facilities that are available

Computers are available in the Learning Skills Centre, Learning Resource Centre, computer rooms and in some classrooms.

Help with using computers is also available in the Learning Skills Centre.

Learners with an EHCP that states laptop use as Normal Way of Working, can access a laptop on loan for the duration of the course. Please speak with the Inclusive Learning Advisor (ILA) or Progress Coach.

Assistive technology and software are available in college or on a short-term loan from the Learning Skills Centre. The Digital learning team can also provide support using assistive technologies.

Hearing loops are available in several classrooms.

If there are additional resources/equipment that may be useful to you, this can be discussed in the initial assessment. However, please initiate contact through the Progress Coach or ILA

The College has reasonable access to most of the campus, such as teaching rooms, laboratories, Learning Resource Centre, computer facilities, Learning Skills Centre, eating and recreational facilities

To discuss accessibility to the campus, please contact the Learning Skills Centre who will be able to discuss individual needs. If required, and feasible, the College can timetable lessons in alternative locations to make reasonable adjustment and provide access to the learning environments. The practical nature of Reaseheath's courses and the spread of the campus means that certain limitations are unavoidable.

Accessible toilets are available at numerous locations in the College. Accessible parking is also available.

The Health and Safety Officer can be contacted to discuss any safety concerns. Telephone Reaseheath College reception (01270 625131).

There are daily college buses which travel from a wide range of areas directly to the campus. Details are available from our Student Transport Team. Telephone Reaseheath College reception (01270 625131) for further details

10. Partnership Working with Learners and Families

The College values collaborative working with learners, parents, carers and external professionals.

Partnership working may include:

- Direct communication with Inclusive Learning staff;
- Support review meetings;
- Annual Review meetings for learners with EHCPs;
- Team Around the Learner meetings;
- Progress monitoring discussions;
- Co-production of support plans and learning strategies.

Learners are encouraged to actively participate in decisions regarding their support and progression.

11. Exam Access Arrangements

Exam Access Arrangements (EAAs) are assessed and implemented in accordance with Joint Council for Qualifications (JCQ) regulations and awarding body requirements.

Examples of arrangements may include:

- Extra time;

- Reader support;
- Scribe support;
- Use of a word processor;
- Rest breaks;
- Alternative rooming arrangements;
- Modified examination papers.

Access arrangements are based on:

- Demonstrated need;
- Appropriate evidence;
- Normal way of working;
- Formal assessment by qualified staff where required.

All arrangements remain subject to awarding body approval.

12. Cross College Student Support Services

Additional Learning Support works collaboratively with a range of support services across the College.

These include:

- Wellbeing Services;
- Counselling Services;
- Careers Information, Advice and Guidance;
- Progress Coach Teams;
- Residential Support Teams;
- Safeguarding Services;
- Student Finance and Welfare Services.

Where appropriate, learners may be referred between services to ensure a coordinated support approach.

13. Progression and Preparation for Adulthood

The College is committed to supporting learners toward successful next steps.

Support may include:

- Annual reviews and progression planning;
- Careers guidance;
- Employer liaison and work placement support;
- Apprenticeship progression support;
- Higher Education guidance;
- Disabled Students' Allowance (DSA) information and support;

- Liaison with external agencies and employers.

Support arrangements are designed to develop confidence, independence, self-advocacy and employability skills.

14. Equality, Diversity and Inclusion

The College is committed to fostering a culture of equality, diversity and inclusion.

Applications are welcomed from all learners regardless of:

- Age;
- Disability;
- Race or ethnicity;
- Religion or belief;
- Sex;
- Sexual orientation;
- Gender reassignment;
- Marriage or civil partnership status;
- Pregnancy or maternity status.

The College promotes dignity, respect and belonging and will take action to address discrimination, harassment or victimisation.

15. Data Protection

Information relating to a learner's disability, support needs or personal circumstances will be processed in accordance with Data Protection legislation and College policies.

16. Monitoring and Review

The Policy Owner is responsible for monitoring the implementation and effectiveness of this policy. The effectiveness of Additional Learning Support provision will be monitored through:

- Learner Surveys and Student Pulse Surveys
- Achievement and retention data;
- Attendance and progress information;
- EHCP outcomes;
- Internal quality assurance activities;
- Self-assessment and service review processes.

This policy will be reviewed every three years, or sooner if required by changes in legislation, regulation, guidance or organisational need.

17. Legislative and Regulatory Framework

This policy is informed by and operates in accordance with:

- Children and Families Act 2014;
- Special Educational Needs and Disability Code of Practice (2014);
- Equality Act 2010;
- Further and Higher Education legislation;
- Joint Council for Qualifications (JCQ) Regulations;
- UK General Data Protection Regulation (UK GDPR);
- Data Protection Act 2018.

The College will meet its statutory duties and make reasonable adjustments where appropriate to ensure equitable access for learners with disabilities and additional needs.

18. Related Documents

- Equality Diversity and Inclusion Policy
- Data Protection Policy
- Reasonable adjustments and Special Considerations Policy
- Child Protection and Safeguarding Policy
- Safeguarding Adults Policy

19. Useful Contacts

Learning Skills Centre

lsc@reaseheath.ac.uk

Exam Access Arrangements Team

eea@reaseheath.ac.uk

Admissions Team

01270 625131

Progress Coach Team

ProgressCoachTeam@reaseheath.ac.uk

College Reception

01270 625131