



## Additional Learner Need (ALN) Policy 2022-2024

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## Purpose

The purpose of this policy is to provide direction and guidance to the staff of Educ8 Training Group Ltd and its sub-contractors to support ALN learners from the onboarding process to the overall learner journey. To ensure all learners are assessed and given the correct level of support that reflects their individual needs. In line with Educ8 Training's vision and mission statement, all ALN learners should have the same opportunities and reflect our aspirations and the purpose of the business.

## Vision

"Creating inspirational and innovative learning for all"

## Mission

"To transform and enrich the social and economic future of our people and our communities through developing and empowering them to achieve their full potential"

## Scope

This policy relates to Educ8 and its member organisations' undertakings which fall under Educ8 Welsh Government/ESFA funded contracts. This policy applies to all learners on courses and qualifications offered by Educ8 Training and its sub-contractors.

## Impact on the Learner

The implementation of this policy will ensure we follow our company values with investment into ALN provision through resources and experienced Trainer Coaches and where a learner is defined as disabled within the meaning of the Equality Act 2010.

## Legal and Regulatory Framework

This policy is to be used in conjunction with guidance issued by:

- Special Educational Needs and Disability (SEND) Code of Practice
- Additional Learning Needs (ALN) and Education Tribunal (Wales) Act 2018
- Awarding Organisation guidance
- Joint Council for Qualifications (JCQ) guidance
- Education Workforce Council (EWC) guidance
- Equality Act 2010
- Educ8 Appeals Policy

## Definitions

A learner has ALN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than, the majority of others the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age.

## Review arrangements



Educ8 Training Group will review this policy annually in line with self-assessment arrangements. This policy will also be revised as and when necessary, in response to customer and learner feedback or guidance issued by an awarding organisation or other regulatory body.

## **Responsibilities**

### **The Skills Manager**

- To have the day-to-day responsibility for the operation of the ALN policy and the co-ordination of specific provision within Educ8 Training.
- To provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure all learners with ALN receive appropriate support and high-quality teaching.
- Advise on the allocation of Educ8 Training budget and other resources to meet learners needs effectively.
- Ensure Educ8 Training meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.
- Ensure Educ8 Training keeps the records of all learners with ALN up to date.
- To raise awareness of ALN and issues at Senior Manager meetings.

### **The Essential Skills Specialist**

- To progress and develop every learner on their caseload.
- Work closely with employers, parents, and specialist support to plan and assess the impact of support and intervention, whilst linking to course content.
- Work with the Skills Manager to review each learner's progress and development to ensure any early intervention.

### **Board of Directors**

- Ensuring Educ8, its member organisations and sub-contractors fully meet legal requirements
- Ensuring this policy meets the requirements of relevant legislation and regulations
- Ensuring this policy is regularly reviewed.

### **Senior Management Team**

- Review and monitor Educ8 and sub-contractor performance against targets
- Ensure compliance to Access requirements, raising concerns with partners and to Board as required
- Ensure effective implementation and monitoring of this policy

### **Managers**

- Ensuring all staff are made aware of this policy
- Immediately reporting to SMT any concerns relating to this policy

### **Staff**

- Follow guidance where access requirements are identified
- Ensure access arrangements are clearly recorded and implemented for learners as per AO guidance
- Immediately report any concerns relating to access arrangements to their manager.

## **Implementation**

Educ8 Training, through its Initial Assessment process, will identify learners who have an ALN which meets the definition under the Equality Act 2010, and note the individual details on the e-ILP. Trainer Coaches will identify learners who have not disclosed from the onset to make sure all ALN are supported to achieve their full potential.



Educ8 Training currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech, and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia, and dyscalculia.
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate learning difficulties.

### **Identifying learners with ALN and assessing their needs**

Educ8 Training will assess all learner's current skills and levels of attainment on entry through their WEST assessments and where appropriate the Essential Skills Trainer Coaches along with Trainer Coaches, will make regular assessments of progress for all learners and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the learner's previous rate of progress
- Fails to close the attainment gap between the learner and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having ALN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the learner and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **Involvement of learners**

We have early discussion with the learner and/or parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the learner's areas of strength and difficulty.
- Everyone understands the agreed outcomes sought for the learner.
- Everyone is clear on what the next steps are.

We will formally notify learners and or employers and parents where the learner is under 18 years of age, when it is decided that a student will receive ALN support.

### **Assessing and reviewing learners' progress towards outcomes**

The Essential Skills Trainer Coach and Trainer Coaches will work with the Skills Manger to carry out a clear analysis of the student's needs. This will draw on:

- The Trainer Coach's assessment and experience of the learner
- Their previous progress and attainment or behavior
- Other Trainer Coach assessments, where relevant
- The individual's development in comparison to their peers
- The views and experience of parents
- The learner's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All Trainer Coaches who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the learner's progress.

### **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all learners' needs are met:



- Differentiating our curriculum to ensure all learners have access, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Ensuring learners have an appropriate learning environment and exam environment.
- Adapting our resources and staffing.
- Providing 1:1 remote, face to face or hybrid learning environment depending on learner needs and preferences.
- Using recommended aids, such as laptops, coloured overlays, paper versions, larger font, C-pens etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Embedding/cross curricular learning incorporation - eg the math's and English skills are embedded into the course content.

### **Additional support for learning**

Essential Skills Trainer Coaches support learners on a 1:1 basis

- Additional learning support visits alongside the Apprenticeship with an Essential Skills Trainer Coach.

### **Communication**

This policy, and any updates, will be disseminated to all Educ8, member and sub-contract employees via the Team8 platform. All new employees will be advised of this policy as part of initial induction.

Learners will be advised of this policy on induction to learning programmes, as well as receiving guidance through their learning journey.

### **Monitoring and Review Processes**

This policy will be routinely reviewed on an annual basis and where there are changes to regulatory requirement.

### **Complaints**

All complaints will be taken seriously and dealt with in a timely and sensitive manner, in accordance with company procedures and the Educ8 Training Group Complaints Policy and Procedure