



## Learner Support Policy

### COVER SHEET

#### Document Control

<b>Document Title</b>	Learner Support Policy
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#### Version History

Version Date	Version Number	Comments	Reviewer	Approved by	Date Approved	Approver Signature
Jan 21	1		Head of Apprenticeships (Cheryl Woods)	CEO (Ritchie Mehta)	Jan 21	DocuSigned by: <i>Ritchie Mehta</i> 0223CDD45A61425...
28.06.22	2		Quality Manager (Jane Richardson)	Managing Director (Idalina De Jesus)	28.06.22	Countersigned DocuSigned by: <i>Jane Richardson</i> D21CC7DF54DF4EE...

**Location:** C:\Users\Jane\School of Marketing Dropbox\Policies\Policies and Procedures\AGREED POLICIES

### Scope

**School of Marketing** is committed to actively promoting equality of opportunity, to ensure all learners achieve success on an appropriate course of study, to raise aspirations, and to support learners to reach their learning potential. The centre aims to provide advice and guidance to learners



prior to entry whenever possible and to assess any additional needs in a timely and comprehensive manner. Learners are encouraged and provided with opportunities to disclose their needs confidentially at any stages of the learner journey but especially early on in their course. School of Marketing uses a range of strategies to design an appropriate and flexible support programme to reduce barriers to learning. It is recognised that barriers to learning can be caused by physical, mental, social, 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-enrolment, assessments, induction, and on-programme activity.

### **Purpose and Objectives:**

We aim to ensure that all eligible learners achieve their learning potential and understand their entitlement to support. All staff must be aware of the centre's obligations and their responsibilities:

- To promote equality, diversity and inclusion
- To ensure that individualised strategies are in place to support learning
- To monitor the impact and quality of the learning support that is delivered

### **Disclosure and Confidentiality**

In accordance with the Disability Discrimination Act (1995) Part 4, School of Marketing has a duty to anticipate needs wherever possible, to make reasonable adjustments accordingly and to treat all learners equally. Information on a disability 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 on in School of Marketing or to external agencies from that point. It is acknowledged however that where a learner has disclosed a disability at enrolment, the centre is deemed to be aware of their individual needs.

### **Definition of Need**

A learner is said to have additional support needs where, for whatever reason, they need additional support with their education. This applies whether the need for additional support is temporary or ongoing.

### **Definition of Additional Learning Support**

The term "additional learning support" means educational provision that is over and above (or significantly different to) the education normally provided to learners. Additional learning 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 learning journey, learners are encouraged to disclose any learning needs. Every effort is made to make use of pre-enrolment information in a timely manner to support effective



enrolment and induction and to impact on retention and achievement. At any stage of the learning journey a learner can refer themselves for support. Curriculum staff may also identify a potential support need and ask for a referral for their learners. ALN / ASN can be allocated against the following ESFA fields:

<b>1</b>	Emotional/Behavioural difficulties	<b>13</b>	Dyscalculia
<b>2</b>	Multiple disabilities	<b>14</b>	Autistic Spectrum Disorder
<b>3</b>	Multiple learning difficulties	<b>15</b>	Asperger's Syndrome
<b>4</b>	Visual impairment	<b>16</b>	Temporary disability after illness (or example post-viral) or accident
<b>5</b>	Hearing impairment	<b>17</b>	Speech, Language and Communication Needs
<b>6</b>	Disability impairing mobility	<b>93</b>	Other physical disability
<b>8</b>	Social and emotional difficulties	<b>94</b>	Other specific learning difficulty e.g. Dyspraxia
<b>9</b>	Mental health difficulty	<b>95</b>	Other medical condition (for example, epilepsy, asthma, diabetes)
<b>10</b>	Moderate learning difficulty	<b>96</b>	Other learning difficulty
<b>12</b>	Dyslexia	<b>97</b>	Other disability

### Provision of Support

Once a learning need has been identified, an initial assessment meeting is arranged to ascertain the learner's individual learning and support requirements. During the assessment a member of the Learning Team will listen carefully to the learner, taking into account the learner's aspirations and interests.

An individual learning plan (ILP) will be negotiated with the learner and engagement of the employer. The programme will be designed to develop the learner's own strategies to recognise personal barriers and reduce dependency. Support strategies may include, but are not limited to:

- Ensuring that teaching is differentiated in terms of times and delivery methods
- Learning materials are inclusive
- Provision of additional learning support in and out of class
- Provision of study skills support
- Provision of assistive equipment or adaptations
- Reasonable adjustment for exams inline with the awarding organisations and **School of Marketing** policies.

### Reasonable Adjustments

Where it has been recognized, this may include:

- Additional time added to exams
- Adapting the assessment e.g from online exams to paper based



- Access arrangements e.g. to a more suitable venue / room
- Additional support such as readers
- Visual changes to screen equipment

Reasonable adjustments can be discussed with the Tutor / Skills Coach

### **Staff Training**

**School of Marketing** is committed to ensuring that all curriculum and support staff are appropriately trained and that teaching practice/strategies are inclusive. It is committed to ensuring that all curriculum staff are aware of their responsibilities, fully understand how to work with learning support staff and can integrate inclusive learning into their own delivery. School of Marketing will provide information for staff and will ensure that training is available on a regular basis.

### **Quality and Monitoring**

The delivery of the strategy will be monitored on an annual basis. Activity and related budgets are audited on an annual basis but reviewed regularly throughout the year. Learner feedback will be gained through reviews, 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.

### **Review Arrangements**

**School of Marketing** will review the policy annually as part of our self-assessment arrangements. The Managing Director and Quality Manager will analyse feedback, best practice or guidance issued by regulators and respond with staff training as appropriate.