

FE ADDITIONAL LEARNING SUPPORT POLICY AND PROCEDURE

Policy Category:	Learners
Approved by:	Policy Review Group 09.02.26
Policy Owner:	Assistant Principal for Additional Learning Support
Related Policies:	Equality, Diversity and Inclusion Policy English and maths Policy Admissions Policy Exam Access Arrangements Policy Safeguarding and Child Protection Policy Positive Behaviour Management Policy
Applicable to:	Staff
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1. INTRODUCTION

This policy refers to Additional Learning Support (ALS) for 16-19 SEND students, 0-25 students with an Education Health and Care Plan (EHCP) including those on apprenticeships. ALS for adult learners or Higher Education is laid out in the HE and Adult ALS Policy.

This policy outlines UCS College Groups commitment to meeting its statutory duties for high needs and SEND students, providing a safe and inclusive learning environment where students with additional learning needs thrive.

This policy responds to the requirements and recommendations of:

- SEND Code of Practice 0–25 (2015)
- Equality Act 2010
- Children and Families Act 2014
- SEND and Alternative Provision Improvement Plan (2023)

This policy is supported and closely aligned with the following UCS College Group policies and procedures:

- Equality, Diversity and Inclusion Policy
- English and maths Policy
- Admissions Policy
- Exam Access Arrangements Policy
- Safeguarding and Child Protection Policy
- Positive Behaviour Management Policy

Purpose/Aim

The overall aim of this policy is to ensure that the College has an inclusive learning environment where learning, achievement and progression is accessible to everyone. Its purpose is to ensure that learners with Specialist Education Needs and/or Disabilities (SEND, Social Emotional and Mental Health (SEMH) needs, or any learning difficulties or disabilities (LDD) are supported through a culture of early identification, equitable access and meaningful inclusion.

The policy establishes the College's intention to promote and deliver high-quality learning experience for all, including the development of English and maths in line with national expectations. It also reflects our commitment to preparing young people with SEND, SEMH or LDD for adulthood, enabling them to move confidently towards employment, independent living, good health and active participation in the community.

The policy aligns with the College Groups strategic plan and provides a shared framework for staff and stakeholders. Its purpose is to guide consistent, learner centered practice across all colleges, ensuring that every learner is supported to achieve their potential and experience success during their at UCS College Group.

The policy is written for and circulated to all staff of the College and reviewed annually by the Senior Management Team. It is available to all College stakeholders.

All College stakeholders are responsible for implementing this policy and the accountability and monitoring of the achievement of the aims of this policy lie with Assistant Principal for Group Additional Learning Support and Foundation

Learning Assistant Principal for Group Additional Learning Support and Foundation Learning in conjunction with all members of the College Management Team.

Definitions

The College is committed to meeting its duties under the Equality Act 2010, including advancing equality of opportunity for individuals with the protective characteristics that this act covers. The college also operates in accordance with the the Learning and Skills Act 2010, the Education Act 1996, the Children and Families Act 2014, the Care Act 2014, and the SEND Code of Practice 2015.

These Acts define SEND which include the following main categories:

- Physical difficulties
- Profound and Multiple Learning Difficulties
- Learning difficulties, including Specific Learning Difficulties (SpLD) such as Dyslexia, Dyspraxia
- Autistic Spectrum Condition (ASC)
- Social, Emotional, Mental Health (SEMH)
- Hearing and visual impairment
- Severe disfigurements
- Progressive conditions that are expected to become substantial

In addition to ensuring inclusivity for people who have protective characteristics, the college is committed to providing additional support for anyone who has a barrier that impacts their ability to access education.

The college will coordinate specialist support services to provide the therapeutic support that students need relating to their health, care and education needs laid out within Section F of their Education, Health and Care Plan (EHCP) and will ensure that this is included in SEND Support Reviews and Annual Reviews.

Equality and Diversity Inclusion

- This policy works in conjunction with the College's Equality, Diversity and Inclusion Policy.

Diversity

- The College has a range of curriculum provision covering ability levels from pre-foundation to degree level education and beyond. UCS College Group learners encompass a full range of age groups, modes of attendance, learning needs, ability and motivation.
- UCS College Group thrives on the diversity of its learners and recognises the valuable and enriching contribution that people from a variety of backgrounds and experience bring to the life of the College. It is committed to maintaining breadth in the curriculum and providing support to every learner, through its entry systems, course provision and learner support structure, during the learner's journey.

- UCS College Group learners have access to high quality additional learning support provision regardless of their chosen mode of study. The policy is flexible and dynamic enough to take account of the diversity of learners who learn at UCS College Group.
- Recognising the diversity of our current and future cohort of learners and clients and being responsive to their needs is key to improving the quality of additional learning support.

Equality

- UCS College Group has a strong commitment to equality of opportunity as laid down in its Equality, Diversity and Inclusion Policy
 - UCS College Group promotes equality of opportunity to all staff and students in accordance with the Equality Act 2010.

Inclusive Learning

- UCS College Group is committed to the principles of inclusive learning. It supports the view that good teaching is found where teachers understand and respond to the individual requirements of the learners. It will use the individual learners as the starting point for its delivery of additional support.
- Through regular reviews and assessments support will be adjusted/adapted to utilise assistive technology and equipment to maximise student independence.
- Through an understanding of how people learn, staff will endeavour to match the learner, aptitudes and learning styles, with the curriculum and its delivery in an appropriate, supportive learning environment.

Learning Environment

- The learning environment extends beyond the physical resources of the classroom to include every aspect of the learners' experience at UCS College Group. This encompasses e-learning, assistive technology and work experience.
- The College continually strives to improve its additional learning support resources materials to stimulate learner interest and meet needs.

Learners with SEND and EHCP

- EHCP is an Education Health and Care Plan created by the Local Education Authority in conjunction with multi agencies to coordinate a coherent support agreement across education, health and social care for learners with SEND aged 0-25. This forms a statutory legal document with defined outcomes for the learner and provision in section F which the college has a legal responsibility to deliver.
- Learners enrolled at the college with an EHCP are classed as high needs learners.
- Learners requiring additional support and do not have an EHCP are classed as SEND learners.
- The college is committed to ensuring funding is utilised to ensure appropriate

support is in place for those learners with SEND or EHCPs. This includes providing an enhanced transition to college and responding early to any concerns around placement and attendance.

- The college is committed to providing support that promotes independence and the development of strategies to overcome the barriers that present.

Exam Access Arrangements (EAA)

- The college adheres to the JQC Guidelines for exam support and exam access arrangements for learners. The exam access arrangements provided must reflect the learner's normal way of working and need must be highlighted by a standardised assessment undertaken by a trained assessor.
- Other Exam Access Arrangements for medical reasons must reflect the learner's normal way of working and evidence must be provided to demonstrate the need.
- If required by an awarding organisation we will consult with them over any additional support needs required.
- Further detail is outlined in the College's Exams Policy.

1. POLICY STATEMENT

The College is committed to developing inclusive learning approaches and to providing additional learning support to secure learning success for all.

For the College to be an inclusive learning environment there is a need to recognise individual needs that have an impact on the ability to access education. In particular, we need a clear understanding of how the impact that specific difficulties have on the way that people learn. Inclusive learning is based on providing the best match or fit between learners' needs and the learning opportunities provided.

It is recognised that some learners may require additional support including individual adjustments in order to fully access the provision.

2. SCOPE

3.1 Learners' Entitlements

All learners are entitled to study and progress in an environment which offers:

- A mutually respectful inclusive environment;
- A warm and nurturing welcome;
- Fairness to all;
- Equality of opportunity for learning and training;
- Full access, wherever possible, to the range of College facilities and services;
- Effective and Responsive Learner Voice;

3.2 Staff should:

- Monitor the flexibility of course provision to ensure that all persons are included.

- Impact assessments should be completed when planning curriculum activities/trips etc. to ensure equality of access for all.
- Review teaching styles and practices to ensure that provision is accessible and that reasonable adjustments are incorporated to anticipate likely support needs.
- Ensure that recruitment, assessment and examination arrangements are flexible to the needs of all learners and anticipate the need for any reasonable adjustments.
- Encourage learners to disclose a disability/individual need where it would enable additional adjustments, exam/assessment arrangement, assistive technology or auxiliary aids to be put in place, whilst maintaining confidentiality to the level requested by the learner, wherever possible.
- Ensure that the learners complete an initial assessment for all full-time learners at or prior to the beginning of their course and for part-time learners as appropriate. The results will help identify English and Maths support needs and decide whether the provision of additional learning support would be of benefit to the learner. It will also identify their Normal Way of Working for support of EAA.
- Identify when to seek support/guidance from the Additional Learning Support team to ensure student needs are met.
- Attend and complete curriculum views for Annual Reviews for any students within their study programmes that have an EHCP. For Foundation Learning staff, they will also chair the reviews and complete all paperwork.
- Attend training relevant to meeting the needs of students including responsibilities under SEND Code of Practice 2015 and Equality Act 2010
- Maintain robust working links with learning support staff to maximise inclusive practice through differentiation and effective communication.
- Monitor and review (making appropriate adjustments) the accessibility to College services such as Information, Advice and Guidance, Student Support, Welfare and Counselling, Learning Resource Centre, Restaurant services, recreational facilities and transport etc.
- With support from Additional Learning Support team and Assistant Principal for Group Additional Learning Support and Foundation Learning, conduct a SEND Support Review for students who are identified as High Needs and a review of the Education, Health and Care plan when this is required either annually, transition review or emergency review.

3.3 College managers will ensure that:

- Appropriate training/resources are planned and available for staff to ensure that they are able to support the needs of the students.
- Staff attend appropriate CPD/training relating to Additional Learning Support process, SEND Code of Practice 2015 and Equality Act 2010

- Sufficient resources are available to fund the anticipated reasonable adjustments to meet the needs of the learners who have individual needs and to respond to individual cases, appropriately and in a timely manner.
- Effective systems and procedures are in place for the promotion, referral, identification and provision of additional learning support, including learning agreements, review of need and effectiveness of the service.
- Key performance indicator and any differences in success for individual groups are identified and actioned through Self-Assessment in-conjunction with College's Equality, Diversity and Inclusion Committee.

3.4 Financial resources

- The College recognises the challenge of enhancing the quality of additional learning support across the full UCS provision and is committed to adopting a learner led resources allocation model within the budget available.

4. PROCEDURE AND PROVISION

See appendices 2, 3, 4, 5 and 6

- 4.1 In the first instance, the College provides provision outlined in Section F for high needs learners as well as anything additional through our information gathering through transition and their ALS initial needs assessment.
- 4.2 Learner need regularly develops and changes and ALS would respond by adding or gradually reducing provision where it promotes learner independence and links with their developing abilities.
- 4.3 The colleges provision can be broadly separated into 3 stages:
- Universal Provision: Quality First Teaching
 - Targeted Provision: Interventions additional to classroom
 - Specialist Provision: Highly personalised interventions usually laid out in learners EHCP

Universal Support (Quality First Teaching)	Targeted Support (Additional Interventions)	Specialist Support (Personalised interventions)
<ul style="list-style-type: none"> • In class differentiation • Seating or work positioning • Personalised timetable • Use of IT – assistive technology • Risk Assessments • Access to Student Support Services • Access to Learning Workshop 	<ul style="list-style-type: none"> • Small group support • Smaller group sizes between 12-18 • Exam Access Arrangements • Rest breaks/movement breaks • Targeted assistive technology • Environmental aids • Personal Emergency Evacuation Plan 	<ul style="list-style-type: none"> • Emotional Literacy 1:1 • High ratio of in class support • Group sizes less than 12 • Specialist Assistive technology • Support during unstructured times • Daily meet and greet • Personal and

<ul style="list-style-type: none"> • Tutorial session with personal tutor • Learning Resource Centre 	<ul style="list-style-type: none"> • Autism Facilitation Support • Academic Coach Support • Study Skills Support 	<p>intimate care</p> <ul style="list-style-type: none"> • Mobility support • Dedicated key worker • Speech and Language Therapy • Occupational Therapy • 1:1 in class support
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5. REVIEW

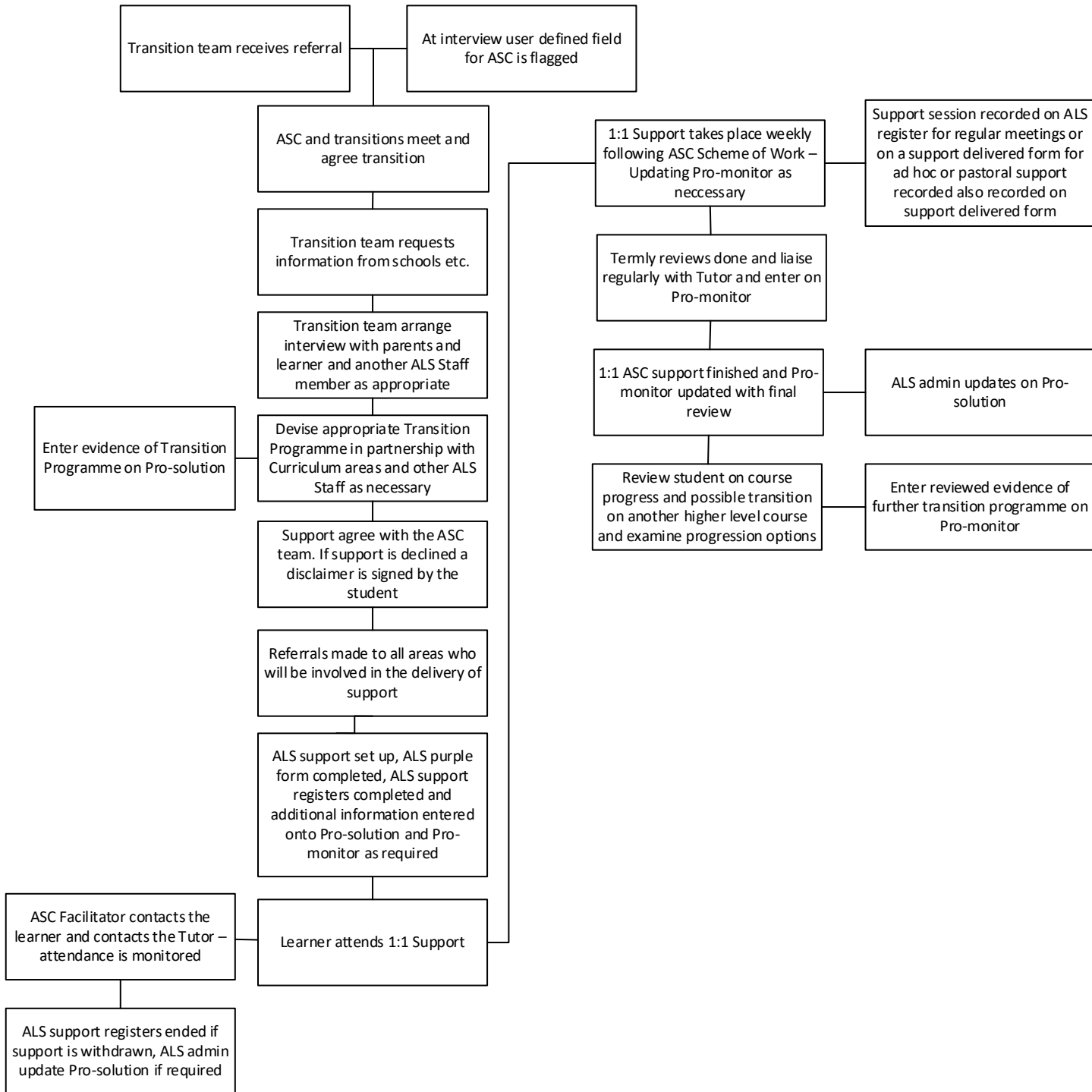
- The College self-assessment report process will provide evidence in areas for improvement required in the delivery of additional learning support. This ensures the College's strategic aims are implemented at an area level through the operating plan.
- Data will be reviewed relating to the retention, achievement and destination of learners who have declared a need that impacts their learning.
- Positive Learner Voice feedback will be sought from learners who have a learning difficulty, a disability or who need additional learning support.
- Review Groups and Standards Committee will review performance ensuring Governor involvement.
- The Equality, Diversity and Inclusion Committee will consider equality of opportunities for students who have additional needs.
- Review of performance via the College inspection and review process and in conjunction with the TLA strategy.
- Additional Learning Support is also subject to Local Authority review.

6. APPENDICIES

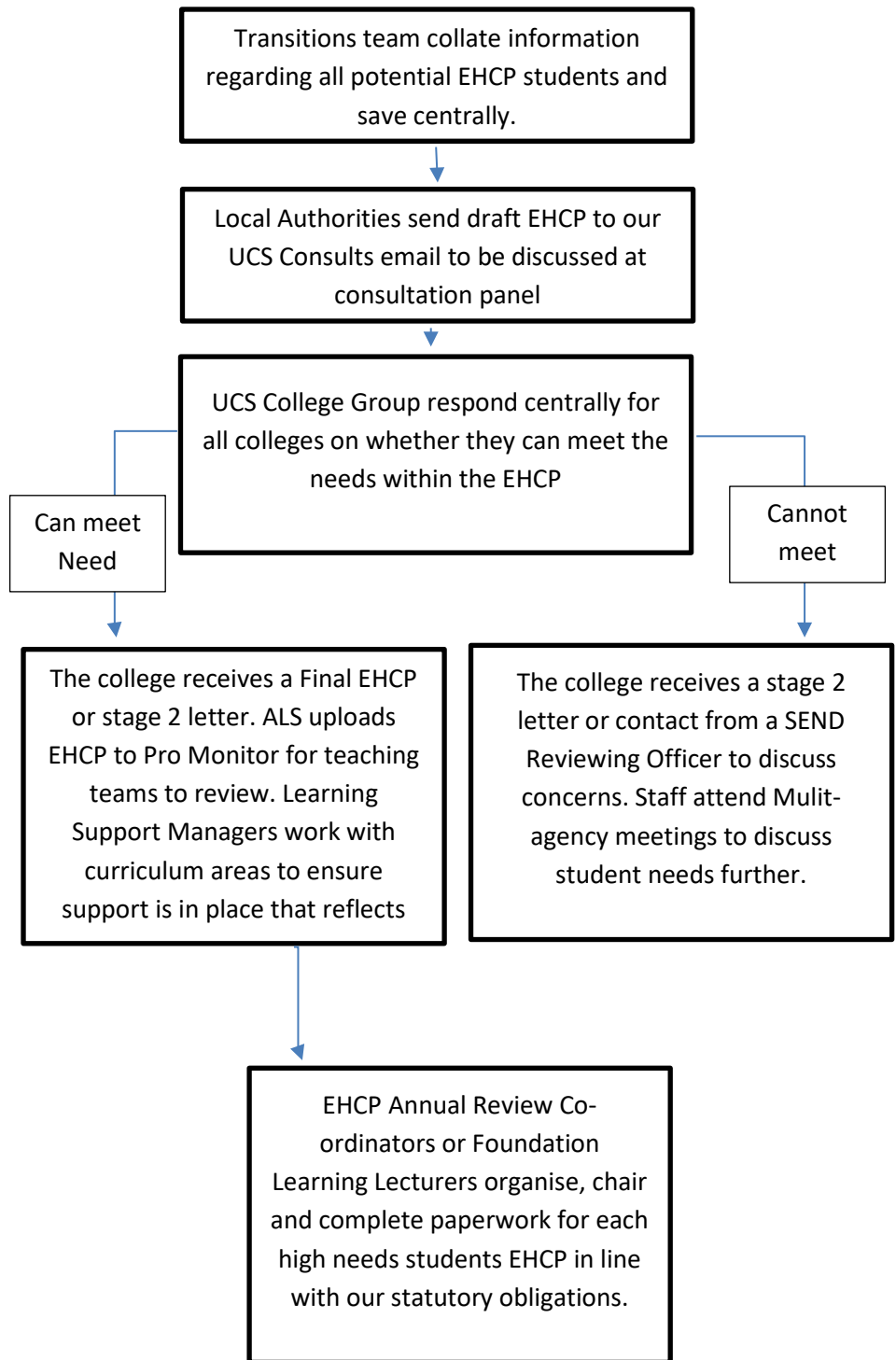
APPENDIX 1 – RELATED POLICIES AND LEARNER ENTITLEMENTS

- Student Substance Misuse Policy
- Academic Appeals Policy and Procedure for Learners
- Student Complainants Complaints Guidance and Procedure
- Data Protection Policy
- Student Disciplinary Student and Parent Guidelines
- e-Safety Policy
- Equality and Diversity Policy
- Safeguarding and Child Protection Policy and Procedure
- Student Conduct and Disciplinary Procedure
- Personal Care Policy and Procedure
- HE Additional Learning Support Policy

APPENDIX 2 - ASC FE SUPPORT LEARNER JOURNEY 2025-26



APPENDIX 3 - EDUCATION HEALTH & CARE PLAN COLLEGE PROCESS 2025-26



**APPENDIX 4 – ACADEMIC
COACH REFERRAL PROCESS
2025-26**

