

# ADDITIONAL LEARNING SUPPORT POLICY AND PROCEDURE

|                                |                                                         |
|--------------------------------|---------------------------------------------------------|
| <b>Responsible post holder</b> | Assistant Principal, High Needs and Foundation Learning |
| <b>Approved by/on</b>          | College SLT/June 2026                                   |
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## 1. Introduction

This policy supplements the Equality, Diversity and Inclusion Statement of Intent and links with other key college policies, including Safeguarding, Admissions and English and Maths.

The College aims to provide an inspirational, creative, inclusive and supported learning environment for all students and is informed by the following legislation and statutory requirements:

- SEND Code of Practice 0-25 years (2015)
- Children and Families Act (2014)
- Equality Act 2010
- Mental Capacity Act 2005
- Educational Act 1996

The College is committed to developing inclusive learning approaches and to providing additional learning support to secure learning success for all, and will use its best endeavours to put appropriate support in place. The College is committed to working with local partners to provide opportunities for early assessment of individual students' needs, identify reasonable adjustments, and, if needs can be met, ensure a wide range of learning support strategies are implemented.

Support will be aimed at promoting student **independence** and enabling **positive progress** to reach their full potential, achieve their learning goals and progress onto further learning or into employment.

## 2. Scope

This policy applies to all staff of the college. The Assistant Principal, High Needs and Foundation Learning, has overall responsibility for the development and implementation of this policy across all campuses.

All College managers are responsible for implementing this policy. The accountability and monitoring of achieving the aims of this policy lie with the Assistant Principal, High Needs and Foundation Learning, in conjunction with all members of the College Management Team.

## 3. Definitions

The following terms are used:

|     |                                                                                                                                                                                                                                                                                                                          |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EHC | Education, Health, and Care plan. This is created by the Local Education Authority in conjunction with multi-agencies to coordinate a coherent support agreement across education, health and social care for students with SEND aged 0-25. This forms a statutory legal document with defined outcomes for the student. |
| LDD | Learning difficulties/disabilities                                                                                                                                                                                                                                                                                       |

|                       |                                                                                                                                                                              |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SEND                  | Special Education Needs and Disabilities                                                                                                                                     |
| SpLD                  | Specific Learning Difficulties                                                                                                                                               |
| SEMH                  | Social, Emotional and Mental Health needs                                                                                                                                    |
| Reasonable adjustment | A reasonable adjustment is a measure or action to help a student with a learning difficulty and/or disability take part in their education on the same basis as their peers. |

Under the Disability Standards for Education 2005, education providers are legally required to make reasonable adjustments for students with disabilities. Examples of reasonable adjustments:

- Access to learning materials through assistive technologies such as screen readers
- Adapting the physical environment
- Exam arrangements
- Presenting learning materials in different ways, such as visual, oral or demonstrations
- Adapting teaching styles, for example, breaking lesson activities into smaller chunks
- In class and/or out of class, additional support

#### 4. Procedure

Potential learners are encouraged to declare learning difficulties/disabilities and inclusion needs at the earliest opportunity to ensure that the college is able to put in reasonable adjustments and use best endeavours to allocate the right support at the right time. This can be done in multiple ways.

##### 4.1. Learners with EHCPs (Appendix 1)

A consultation on a new application should be sent to the college's ALS team from the local authority. The EHCPs are received, recorded and tracked by the EHCP Officer, who distributes them to the relevant ALS Managers for a decision.

The ALS managers will review the plan and make a decision within 15 days on whether the college can meet the need, then confirm with the local authority.

If a learner applies directly to the college and discloses that an EHCP is in place, this must be referred to the ALS team in the first instance. **A potential new learner with A plan cannot be enrolled until the EHCP has been reviewed and the consultation completed.**

The EHCP Officer tracks and records the status of an EHCP plan and will share a list of EHCP learners with the curriculum teams prior to the start of the term, regularly providing updates when new plans are received or any changes are made. This will be managed and overseen by the Director of Additional Learning Support.

The ALS tutor will generate the initial EHCP Learning Plan, which will be uploaded onto eTrackr at the start of the term. See Appendix 3.

A Specialist Assessor will carry out a more formal, in-depth review of the plan with the student and update the EHCP Learning Plan with specific details. The Specialist Assessor will also make access to exam arrangements where required and liaise with the exams team. When these have been completed, information will be uploaded to Etracker, and the EHCP Officer will record this on the central tracking database and provide regular updates to curriculum teams.

All learners with an EHCP will have a detailed EHCP Learning Plan that clearly identifies the adjustments and support that the student will receive. It will also be used to review learner progress and to inform the annual review. This information should be used to inform the Group Profile.

The LSA Co-ordinator will ensure that all learners with EHCPs are case-loaded appropriately amongst the LSA team. The learner's support package, outcomes and progress on the study programme, including maths and English, will be monitored by the teaching and learning teams with the LSAs and senior LSAs according to the caseload allocation.

Additional support provided in lessons is monitored through observations of teaching and learning and learning walks throughout the year.

An annual review meeting will be required each academic year, coordinated by the EHCP Officer. Curriculum teams, including English and maths, are required to provide progress reports for the learners 2 weeks prior to the review meeting and attend the review meeting as appropriate with the LSA and LSA co-ordinator.

In exceptional circumstances, if there is a need for an urgent review of the EHCP due to a significant change in need, an early review can be called with the local authority. Equally, if there are concerns regarding a learner's progress and/or retention on the course and their progression, the curriculum manager should inform the LSA coordinator and ALS manager immediately to enable an early review to take place. All urgent and early reviews are led by the Assistant Directors of ALS.

**Under no circumstances should a learner with an EHCP be withdrawn from their programme of study.** Withdrawals of EHCP learners can only occur with the agreement of the local authority. Please see above about the process for dealing with concerns regarding a learner's progress and/or retention via an early review.

Teaching staff are required, without exception, to contribute to the progress and review process of their learner with an EHCP Learning Plan as well as implement the specific strategies for learning. All information pertaining to the learner and their progress will be visible on eTrackr.

### **Exemptions from Programmes of Study for learners with EHCPs**

In exceptional circumstances, it may be that an exemption for a learner from an element of their Programme of Study can be considered.

Examples of why an exemption might be considered:

- This element of the Programme of Study is having a negative impact on the learner's well-being;
- This element of the Programme of Study is putting the learner's achievement of other parts of their Programme at risk;
- This element of the Programme of Study is putting the learner's progress with their EHCP outcomes at risk.

In order for an exemption from an element of a Programme of Study to be considered, the curriculum manager should inform the LSA coordinator and the Assistant Director of ALS. In order for any exemption to be approved, a professional statement must be completed by a specialist tutor, detailing why an exemption is appropriate. The Director of ALS will then convene a panel to consider the exemption and make a decision on whether the exemption is appropriate.

As part of this process, there must be full consultation with the learner, their parent/carers and the Local Authority to ensure the decision is fully understood by all parties and is in the learner's best interests.

If an exemption is agreed, the Assistant Director of ALS will liaise with the MIS manager to ensure the ILR is updated and all necessary evidence is in place for audit purposes.

## **4.2 Learners without an EHCP**

All learners are encouraged to make a declaration of any learning requirements at the point of application and again during the first half term by completing a 'Learning Inclusion Declaration' form. See Appendix 4. If at any time throughout the year, the class tutor or in-class support staff identifies a potential learning need, the form must be completed, providing as much information as possible.

The learning declaration forms are reviewed by the ALS Tutors, who will triage the form to ensure the most appropriate onward referral or resolution. Any learners requiring exam arrangements will be referred to Specialist Assessors. Any adjustments required are recorded on the 'Individual Support Plan for non-EHCP learners. See Appendix 5

All forms are uploaded onto the e-tracker, and any adjustments for teaching and learning must be provided by the curriculum team. This information should be used to inform the Group Profile. Learners without an EHCP may access in-class learning support if an LSA is present in that class. LSA support is prioritised for those with EHCPs; however, this would need to be reviewed and agreed by the LSA Coordinator on a case-by-case basis.

If the learner is an adult and eligible for AEB-funded provision, then a review of the most appropriate support will be considered that may include in-class support, out-of-class ALS tutor support and/or dyslexia support, depending on the needs of the learner.

In all cases, teaching and learning staff must ensure they apply the strategies as identified in the Individual Support Plan, and when carrying out reviews of learner

progress, must also comment on the impact of support and adjustments provided in class.

### **4.3 Learners with medical needs**

The ALS Team will oversee information gathering and sharing for learners with medical needs who require medication whilst in college or who carry emergency medication.

Safe registry, administration and storage of medication is managed by the ALS team; however, knowledge and awareness of a learner's medical needs/care plan is the responsibility of any staff member working with the learner, and needs are identified with a red flag on e-Trackr.

See the Medication Policy for further details.

## **5. Support Strategies**

In order to identify individual strategies, the learner will meet with the Specialist Assessor to review the EHCP and understand the current situation so that appropriate support strategies can be matched. These may include one or more of the following:

- Transitional support
- In-class support
- Mobility support
- Note-taking
- Specialist resources and equipment, e.g., laptops with specialist software, dictaphones, reader pens, etc
- Counselling and wellbeing support
- Modification of learning materials
- Specialist ASC support
- Specialist SpLD support
- Counselling and mental health support.
- Additional support in Maths and English and study skills where appropriate
- Extra workshops and drop-in sessions
- Special arrangements for exams
- Communicator /signer

It is important to note that any support provided may not always be exactly the same as that which a learner received at previous schools. The College aims to support learners to become as independent as possible, which includes reviewing alternative support mechanisms that allow them to learn and not be disadvantaged, whilst developing independent living skills.

Learners have the right to refuse any additional support suggested and offered at any time. If support is refused initially, the details will be kept on file, and if at any time during the studies the learner wishes to revisit this, then the support offer will be reviewed, and implementation agreed by the ALS tutors.

## **6. Key Partners**

The College mainly works with (but is not limited to working with) the following local authorities in relation to students with Education, Health and Care plans and those who require further element 3 top-up funding from the local authority, i.e., those learners who are 'High Needs':

- Bromley
- Lewisham
- Greenwich
- Southwark
- Croydon
- Bexley
- Kent
- Lambeth

## **7. Roles and Responsibilities**

All College staff have a responsibility for creating a warm and positive atmosphere and ensuring everyone has access to college facilities and events.

The ALS department will work collaboratively with colleagues within Higher Education (HE) to support and facilitate applications approved by the DSA certificate. The ALS department will signpost and provide information concerning support issues to students on HE courses.

Key staff within the organisation have specific responsibilities for learning and support of learners with SEND. See Appendix 6 for an overview of the ALS team roles.

### **7.1. For all Study Programmes, Apprenticeships, Partnerships and HE provision, staff should:**

- Monitor the flexibility of course provision to ensure that people with a disability are not excluded unnecessarily.
- Review teaching styles, practices and learning environments to ensure that provision is accessible and that reasonable adjustments are built in to anticipate likely support needs.
- Ensure that recruitment, assessment and examination arrangements are flexible to the needs of all students and anticipate the need for any reasonable adjustments.
- Encourage students to disclose a disability where it would enable additional adjustments, exam/ assessment arrangements, or auxiliary aids to be put in place whilst maintaining confidentiality to the level requested by the student, wherever possible.

- Ensure that all full-time students complete an initial assessment at or prior to the beginning of their course, and part-time students complete an Initial Assessment 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 student.
- Maintain effective working links with Additional Learning Support staff to maximise inclusive practice through person-centred planning 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.

## **7.2. College managers will ensure that:**

- Governors are aware of their anticipatory duty to ensure an appropriate strategic response to the Equality Act 2010.
- All staff receive training on their responsibilities under the requirements of the College's Additional Learning Support policy and understand their responsibilities and the demands it places on them.
- Sufficient resources are available to fund the anticipated reasonable adjustments to meet the needs of the students who have a disability and to respond to individual cases.
- 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 indicators and any differences in success for different groups are identified and actioned through Self-Assessment in conjunction with the College's Equality, Diversity and Inclusion Statement.

## **7.3. Financial resources**

- The College recognises the challenge of enhancing the quality of additional learning support across the College and is committed to adopting a student-led resources allocation model within the budget available.
- Local authorities provide top-up funding to support High Needs students, and where this is available, it will be used to provide support to those specific learners.
- For students without additional funding, the College will make reasonable adjustments to meet the needs of the learner.

- Additional funding is available to support apprentices, and this funding will be claimed to cover the support provided.

## **8. Continuous Professional Development**

Individual staff development needs are assessed through the appraisal process for academic and support staff and are informed by lesson observations and quality performance monitoring.

Regular updating of training relating to specific learning difficulties and disabilities, as well as specialist training, takes place annually.

The ALS team will offer training and guidance to college staff to assist them in supporting learners to take control of their own learning and develop as independent learners.

The ALS team will also support the process of continuous improvement in the quality of teaching and learning.

Teachers will complete a Personalised Teaching Programme to understand:

- their roles and responsibilities for ALS/ EHCP Learners
- specialist TLA Strategies for Learners with SEND
- how to personalise Learning
- how to maximise the use of ALS support

This training will be updated annually, with all new teachers being required to complete the programme as part of their induction.

In addition, each Directorate must nominate a SEND Champion, who will drive forward the training and use of good practice to ensure the highest quality support and delivery.

## **9. Quality**

The Assistant Directors of ALS will audit learners' electronic records completed by LSAs. This is subject to internal and external audit procedures.

The performance and progress of learners receiving support will be reviewed termly by the LSAs and the teachers using the EHCP Learning Plan.

Attendance, in-year retention and overall achievement of learners in receipt of support and learners with EHCPs who are high needs funded, will be monitored by the Assistant Principal and reported on to the senior leadership team on a monthly basis.

The Director of ALS will be responsible for ensuring that funding for learners is monitored.

ALS procedures are reviewed on a regular basis, and feedback is sought from learners and staff to determine their effectiveness and appropriateness.

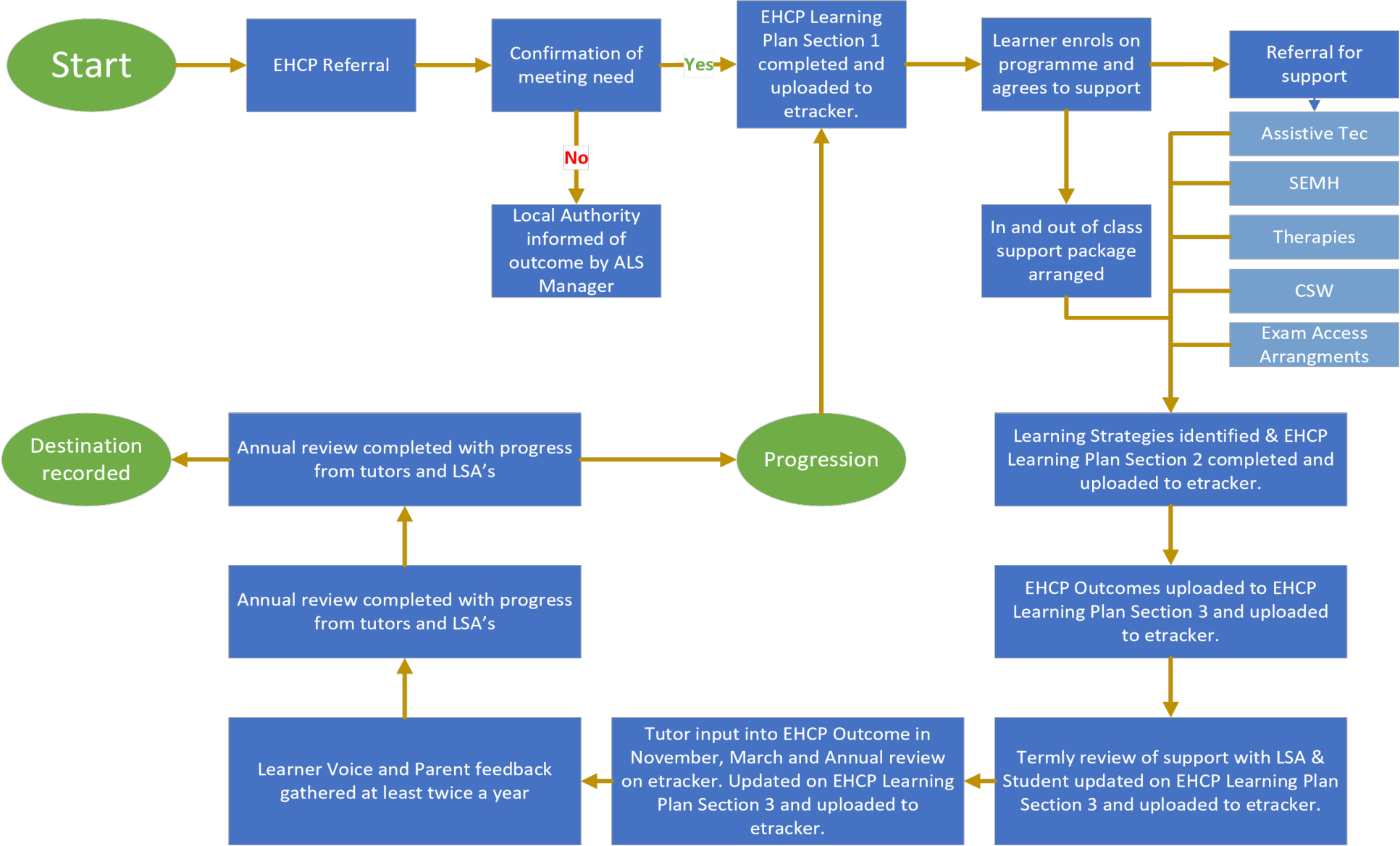
Procedures may be amended as necessary to respond to new legislation, funding restrictions or feedback received.

## **10. Review of the Policy**

The College self-assessment report will provide evidence to demonstrate the effectiveness of this policy through the recruitment, retention and achievement of learners with a learning disability and/or difficulty, as well as learner voice.

The Equality and Diversity Committee will consider equality of opportunities for ALS students.

Appendix 1- Additional Learning Support Process for Learners with EHCPs



## **Appendix 2- ALS Process for Learners with Additional Learning Needs**

### **Criteria for Exam Access Arrangements**

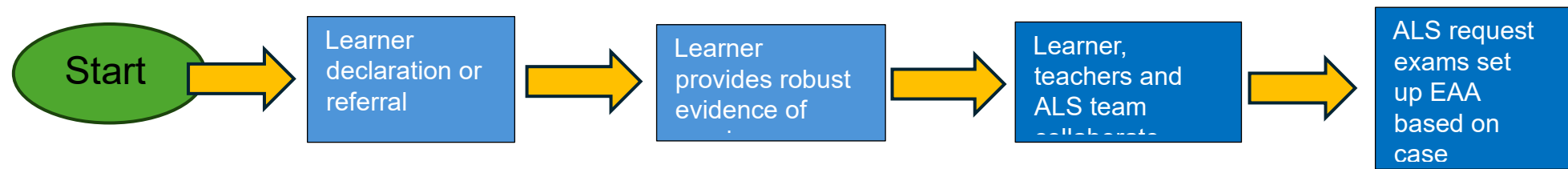
1. Declaration of need submitted to the Additional Learning Support (ALS) Team using the official college declaration forms.
2. Learner responds to class prompts and invitations to meet with the SpLD team. Failure to respond may result in missing the deadlines for assessments.
3. Evidence provided meets exam board requirements. This includes a dyslexia report and/or letters from one of the following medical professionals:
  - CAMHS (Child and Adolescent Mental Health Services)
  - A registered psychologist
  - A specialist medical consultant
  - A psychiatrist
  - A speech and language therapist
  - The Local Authority Specialist Service (e.g., Sensory Impairment Service or Occupational Health)
  - A current Education, Health and Care Plan (EHCP), Statement of Special Educational Needs, or Individual Development Plan
4. Learner attendance exceeds the minimum requirement of 70%
5. Tutors must provide evidence of the learner's normal way of working in line with the exam board's requirements to the SpLD team before any Exam Access Arrangement can be granted.
6. Deadlines (for requests for EAA for GCSE exams) are adhered to.

Learners should note that the final decision to submit an Exam Access Arrangement application rests solely with the college's SpLD team.

ALS recognises that not all courses start in September; late applicants will be seen on a case-by-case basis

Evening class learners will be seen by appointment.

## Process for Exam Access Arrangements



## EHCP Learning Plan 26/27

This document includes:

- Summary overview
- Learning Strategies
- EHCP Outcomes
- Progress monitoring
- Annual review

## Section 1

Summary overview- To be completed prior to start date

| Student Details                |          |                                     |                            |
|--------------------------------|----------|-------------------------------------|----------------------------|
| <b>Name of Student:</b>        |          | <b>Education Provider:</b>          | London South East Colleges |
| <b>Student ID:</b>             | 70171284 | <b>Start of learning with LSEC:</b> | September 202              |
| <b>Date of Birth (Age):</b>    |          | <b>Year at LSEC</b>                 | Year                       |
| <b>Name of Parents/Carers:</b> |          | <b>Date of EHCP:</b>                |                            |
| <b>Local Authority:</b>        |          | <b>Date of Annual Review:</b>       |                            |

| Course(s) Studied          |  |                      |  |
|----------------------------|--|----------------------|--|
| <b>Main Programme code</b> |  | <b>Course title</b>  |  |
| <b>English Code</b>        |  | <b>English level</b> |  |
| <b>Maths Code</b>          |  | <b>Maths level</b>   |  |

| Key information  |                                                                 |
|------------------|-----------------------------------------------------------------|
| <b>Diagnoses</b> | <b>Medical information<br/>e.g., medication/allergies/PEEPS</b> |
|                  |                                                                 |

| Areas of Need – SEND Code of Practice 2014 |                          |                                                 |                                      |
|--------------------------------------------|--------------------------|-------------------------------------------------|--------------------------------------|
| Cognition and Learning                     | SEMH                     | Communication and Interaction                   | Sensory and/or Physical Difficulties |
| <input type="checkbox"/>                   | <input type="checkbox"/> | <input type="checkbox"/>                        | <input type="checkbox"/>             |
| Planned Support in EHCP                    |                          |                                                 |                                      |
| Support in class                           |                          | Social Emotional Mental Health (SEMH)           |                                      |
| Support out of class                       |                          | Communication Support Worker (CSW)- External    |                                      |
| Specialist tutor                           |                          | Specific Learning Difficulties (SpLD)- Internal |                                      |
| Job coach                                  |                          | SpLD- External                                  |                                      |
| Therapies (SaLT/ OT/ Physio, etc)          |                          | Medical/ Care plan                              |                                      |

## Section 2

### Learning Strategies

| Background/ Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Background/ Summary</b></p> <ul style="list-style-type: none"> <li>Marie has identified as Neurodiverse ASC</li> <li>Marie can quickly become overwhelmed by the sounds in her environment. Marie's responses to this overload of sensory input are to be distracted from tasks, to avoid the auditory input and when she is unable to avoid the input to shut down.</li> <li>Marie would benefit from a multisensory teaching delivery.</li> <li>Marie may struggle with social interaction and communication - keep language clear and literal.</li> <li>Marie may experience sensory overload - allow rest breaks/quiet space if required.</li> <li>Marie may struggle with concentration – keep tasks short and varied</li> <li>Marie may need more time to process information or to respond to questions</li> <li>Marie may need tasks broken down into smaller more manageable steps.</li> <li>Marie may struggle to retain information and require opportunities for repetition and overlearning.</li> <li>Marie can borrow a laptop with reading software/ reading pens/ VRS/digital recorders for use in lessons.</li> <li>Marie may need extra time to complete tasks in lessons and extended deadlines for course assignments.</li> </ul> <p>Marie may qualify for adjusted exam arrangements – assessment pending.</p> |

## Referrals

| <b>Referral type</b>                                    | <b>Yes/ No</b> | <b>Outcome</b> |
|---------------------------------------------------------|----------------|----------------|
| Exam Access Arrangements                                |                |                |
| Transition                                              |                |                |
| Behaviour & Inclusion                                   |                |                |
| Assistive Technology                                    |                |                |
| Social, Emotional and Mental Health                     |                |                |
| Therapies<br>(SaLT/Occupational Health/<br>Physio, etc) |                |                |
| Communication Support Worker                            |                |                |
| Other equipment loans (e.g.,<br>Laptop)                 |                |                |

| Learning/ Support Strategies |  |
|------------------------------|--|
| <b>Student will...</b>       |  |
|                              |  |
| <b>Teacher will...</b>       |  |
|                              |  |
| <b>ALS will...</b>           |  |
|                              |  |

### Section 3

EHCP Outcomes and Termly Review  
Notes

| Attendance |        |        |
|------------|--------|--------|
| Term 1     | Term 2 | Term 3 |
|            |        |        |

The EHCP outcomes are reviewed termly.

| Review of progress against EHCP outcomes |                             |                                  |
|------------------------------------------|-----------------------------|----------------------------------|
| No                                       | Outcome<br>(EHCP section E) | Current progress against outcome |
| 1                                        |                             |                                  |
| 2                                        |                             |                                  |
| 3                                        |                             |                                  |

|   |  |  |
|---|--|--|
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |

| Review of support |                           |
|-------------------|---------------------------|
| Term              | Outcome of Support Review |
| Term 1            |                           |
| Term 2            |                           |
| Term 3            |                           |

### **Learner Voice/ Parent Feedback**

Learner and Parent feedback will be gathered to ensure it is meeting need and ensuring progress towards outcomes.

| Learner Voice |  |
|---------------|--|
|               |  |

| Parent Feedback |  |
|-----------------|--|
|                 |  |

## Section 4

### Annual Review

| Name and Designation                   | Invited<br>✓ | Present<br>✓             |
|----------------------------------------|--------------|--------------------------|
| Student:                               | ✓            | <input type="checkbox"/> |
| Parents:                               | ✓            | <input type="checkbox"/> |
| Representative from the Local Borough: | ✓            | <input type="checkbox"/> |
| Teachers:                              | ✓            | <input type="checkbox"/> |
| Learning Support Assistant:            | ✓            | <input type="checkbox"/> |
| Specialist Tutor & Assessor:           | ✓            | <input type="checkbox"/> |

### Context

The information set out in the Education Health and Care Plan is for an education phase which would normally last between 1 and 3 years in further education. The review is to ensure the young person is progressing towards the outcomes set out in the plan and to confirm that the support levels are appropriate in order to meet needs.

It is not anticipated that any changes to the EHC Plan would be made during a 'phase' unless there are specific circumstances or presenting needs that have significantly changed the nature of the outcomes, provision or support. Individual

target setting to progress towards outcomes should be amended as necessary by the provider.

**The Annual Review will cover the following:**

1. Review of progress against outcomes (*section 3*)
2. Progression/ Destination plan
3. Provision and support levels
4. Health Provision
5. Social Care Provision
6. Amending outcomes (exceptional circumstances only);
7. Agreed actions

| Continuation / Progression / Destination plan |                        |
|-----------------------------------------------|------------------------|
| Continuation / Progression (Next steps)       | Destination (Intended) |
|                                               |                        |

| Provision and Support Levels |
|------------------------------|
|                              |

| Health provision |
|------------------|
|                  |

| Social care provision |
|-----------------------|
|                       |

| Other comments |
|----------------|
|                |

| Amending outcomes ( <i>exceptional circumstances</i> ) |
|--------------------------------------------------------|
|--------------------------------------------------------|

|  |
|--|
|  |
|--|

| Agreed actions (if applicable) |         |         |
|--------------------------------|---------|---------|
| Action                         | By whom | By when |
|                                |         |         |
|                                |         |         |

| Annual review documentation completed by: |  |               |  |
|-------------------------------------------|--|---------------|--|
| <b>Name (print):</b>                      |  | <b>Title:</b> |  |
| <b>Name (signature):</b>                  |  | <b>Date:</b>  |  |

The review paperwork will be forwarded to the student's allocated Local Authority EHCP Coordinator' for review and a hard copy sent to parents/guardians.

Where changes to the EHC Plan have been requested, this will be considered by the local authority and further information may be requested before presenting to panel for a decision. A response should, in most circumstances, be provided within 14 days.

## Appendix 4- Learning Inclusion Declaration



### Learning Inclusion Declaration 2026/27

|                                                       |  |                                                   |  |
|-------------------------------------------------------|--|---------------------------------------------------|--|
| <b>Student Name</b>                                   |  | <b>Student ID</b>                                 |  |
| <b>Student Date of Birth</b>                          |  | <b>Student age (as of 31<sup>st</sup> August)</b> |  |
| <b>Borough of residence</b>                           |  | <b>Previous place of education</b>                |  |
| <b>Course Name</b>                                    |  | <b>Course Code</b>                                |  |
| <b>Maths qualification or IDA</b>                     |  | <b>English qualification or IDA</b>               |  |
| Do you have an <b>Education, Health and Care Plan</b> |  | Yes/No                                            |  |

|                                                                                                        |
|--------------------------------------------------------------------------------------------------------|
| Have you previously had <b>special arrangements in exams at school or in another college?</b> YES / NO |
| <i>If YES, circle the boxes that apply to you:</i>                                                     |

|                          |                                 |                                   |               |                            |                      |                        |
|--------------------------|---------------------------------|-----------------------------------|---------------|----------------------------|----------------------|------------------------|
| 25% Extra time           | Scribe                          | Paper-Based Exam                  | Screen reader | Practical Assistant        | Reader               | Oral Language Modifier |
| 50% Extra Time           | PC/Laptop                       | Small Group                       | Rest breaks   | Signer for BSL             | Own Room             | Braille Paper          |
| More than 50% Extra time | Coloured Paper – (state colour) | Coloured Overlay – (state colour) | Prompter      | Voice Recognition software | Bilingual Dictionary | Large print questions  |

**Please tick the support needs which apply to you:**

|   | <b>Category</b>                                            | <b>Tick if applicable</b> | <b>Please provide specific difficulties and explain how they impact your learning.</b> |
|---|------------------------------------------------------------|---------------------------|----------------------------------------------------------------------------------------|
| 4 | Visual impairment                                          |                           |                                                                                        |
| 5 | Hearing impairment                                         |                           |                                                                                        |
| 6 | Disability affecting mobility                              |                           |                                                                                        |
| 7 | Profound and multiple disabilities                         |                           |                                                                                        |
| 8 | Social and emotional difficulties, e.g. anxiety, self-harm |                           |                                                                                        |
| 9 | Mental health difficulty                                   |                           |                                                                                        |

|    |                                                                                        |  |  |
|----|----------------------------------------------------------------------------------------|--|--|
| 10 | Moderate learning difficulty                                                           |  |  |
| 11 | Severe learning difficulty                                                             |  |  |
| 12 | Dyslexia                                                                               |  |  |
| 13 | Dyscalculia                                                                            |  |  |
| 14 | Autism spectrum disorder                                                               |  |  |
| 16 | Temporary disability after illness (e.g. post-viral) or accident                       |  |  |
| 17 | Speech, Language and Communication Needs                                               |  |  |
|    | Medical or other Condition (e.g., epilepsy, asthma, diabetes) – <b>please specify:</b> |  |  |

**This section MUST be completed by the class tutor or LSA making the referral:**

|                                                                                                                               |  |             |  |
|-------------------------------------------------------------------------------------------------------------------------------|--|-------------|--|
| Referrer name                                                                                                                 |  | Role & Dept |  |
| What evidence have you seen or observed of a learning need (e.g., Form 8, diagnostic reports, CAMHS report, Ed Psych reports_ |  |             |  |
| What adjustments are currently made in class to mitigate difficulties                                                         |  |             |  |
| Learner attendance %                                                                                                          |  |             |  |

**If a learner requires extra time for exams, the staff observation form must be completed by the tutor. The form can be found via this link:**

<https://forms.office.com/e/VaLCUDAdSX>

### **General Data Protection Regulation (GDPR) CONSENT TO SHARE/REQUEST INFORMATION**

You have disclosed sensitive personal information to a Learner Inclusion staff member. This information will be stored securely and confidentially in line with College policy\*. In order to support you, we may need to share information with, or request information from, internal staff and/or external agencies, as shown below.

This will happen electronically by email or by telephone, but only on a need-to-know basis.

We would like to have your consent to do this (but please note that in some circumstances the College will need to share information to safeguard your wellbeing, or that of someone else, without consent).

**I agree that Personal Information can be shared with, or requested from:**

- Teachers and tutors
- Relevant College services
- Next of kin/parent/carer telephone number

- Next of kin/parent/carer email address
- Contact details of other external agencies, e.g., Local authority, previous schools • Exam Awarding Organisations for exam arrangements

**I understand that I can withdraw this consent at any time by sending an email to [als@lsec.ac.uk](mailto:als@lsec.ac.uk).**

|            |            |
|------------|------------|
| Name:      | Date:      |
| Signature: | ID number: |

*\*College policies are available on request*

## Individual Support Plan for non-EHCP learners

This document includes:

- Summary overview
- Learning Strategies

**Section 1**

Summary Overview

Completed by:

Date:

| Student Details             |  |                                     |                            |
|-----------------------------|--|-------------------------------------|----------------------------|
| <b>Name of Student:</b>     |  | <b>Education Provider:</b>          | London South East Colleges |
| <b>Student ID:</b>          |  | <b>Start of learning with LSEC:</b> | Sept 202                   |
| <b>Date of Birth (Age):</b> |  | <b>Year at LSEC</b>                 | Year                       |

| Course(s) Studied          |  |                      |  |
|----------------------------|--|----------------------|--|
| <b>Main Programme code</b> |  | <b>Course title</b>  |  |
| <b>English Code</b>        |  | <b>English level</b> |  |
| <b>Maths Code</b>          |  | <b>Maths level</b>   |  |

| Key information  |                                                                |
|------------------|----------------------------------------------------------------|
| <b>Diagnosis</b> | <b>Medical information<br/>e.g. medication/allergies/PEEPS</b> |
|                  |                                                                |

**Section 2**

Learning Strategies

| Background/ Summary |
|---------------------|
|                     |

| Referrals                                                    |         |         |
|--------------------------------------------------------------|---------|---------|
| Referral type                                                | Yes/ No | Outcome |
| Exam Access Arrangements                                     | Yes     |         |
| Transition                                                   |         |         |
| Behaviour & Inclusion                                        |         |         |
| Assistive Technology                                         |         |         |
| Social, Emotional and Mental Health                          |         |         |
| Therapies<br>(e.g. SaLT/Occupational health/<br>Physio etc.) |         |         |
| Communication Support Worker                                 |         |         |
| Other equipment loans (e.g.<br>Laptop)                       |         |         |

| Learning/ Support Strategies |
|------------------------------|
| <b>Student will..</b>        |
|                              |
| <b>Teacher will....</b>      |
|                              |
| <b>ALS will...</b>           |
|                              |

Review of support

| Term   | Outcome of Support Review |
|--------|---------------------------|
| Term 1 |                           |
| Term 2 |                           |
| Term 3 |                           |

## **Appendix 6- Referrals from external Healthcare Providers and Trusts**

### **Context:**

The college is receiving an increased number of referrals from external Healthcare Providers and Trusts, including Bromley Healthcare and Oxleas. These referrals relate to assessment for diagnoses of a range of conditions, including ASD, Social Communication Difficulties, and other neurodivergent conditions.

### **Actions:**

Responses to these requests can be made by Specialist Tutors and ALS Managers. Should these requests be received by any other members of the ALS team or other college staff, they should be passed to an ALS manager. In-class observation of learner presentation to be provided by class teachers with guidance from ALS managers.

### **The response to these requests should be as follows:**

As a college of further education, LSEC is not structured in the same way as a secondary school and does not have educational psychologists or SENCOs in post. We are happy to facilitate assessment by external organisations and will do all we can to enable appropriate professionals to attend our setting to conduct their assessments, through their observations of and interactions with learners.

## **Appendix 7- ALS for Apprentices: Policy and Process**

### **Procedure**

Apprentices are encouraged to declare learning difficulties/disabilities and inclusion needs at the earliest opportunity to ensure that the college can put reasonable adjustments in place and use best endeavours to allocate the right support at the right time.

All Apprentices are encouraged to make a declaration of any learning requirements at the point of application and again during induction by completing a Learning Inclusion Declaration form (Appendix 4). If at any time throughout the year, their skills coach, a class tutor, or in-class support staff identify a potential learning need, the form must be completed, providing as much information as possible.

The learning declaration forms are reviewed by the ALS Apprentice Co-ordinator and other members of the ALS Team, who will triage them to ensure the most appropriate onward referral or resolution. Any Apprentices requiring exam arrangements will be referred to Specialist Assessors. Any adjustments required are recorded on the Apprentice's Learning Support Plan/~~Summary of Need~~ Individual Support Plan form (see Appendix 5).

All forms are uploaded onto ~~Smart Assessor~~ eApprentice. A review of the most appropriate support will be considered, which may include in-class support, out-of-class support and support and/or adjustments in the workplace.

In all cases, the relevant staff must ensure they apply the strategies as identified in the Learning Support Plan/~~Summary of Need~~ Individual Support Plan. Monthly reviews of need will comment on the impact of support and adjustments, and whether any changes to support arrangements need to be made. All staff working with the Apprentice are expected to contribute to the review process, flagging up any potential changes to support arrangements.

### **Support Strategies**

The approach to support strategies and examples of strategies are described in Section 5 of the policy. In addition, reasonable adjustments in the workplace must also be considered. All agreed strategies and adjustments should be reviewed on a monthly basis to ensure they remain fit for purpose.

## Roles and Responsibilities

In addition to the roles and responsibilities described in Section 7, key roles relating to ALS for Apprenticeships include:

- Skills Coaches;
- ~~Key Account Managers (KAMs)~~, Apprenticeship Recruitment and Accountability Managers and Officers (AROs);
- ~~Apprenticeship Co-ordinators~~;
- ALS Apprenticeship Co-ordinator;
- ALS Data Officer.

During the onboarding and enrolment process, ~~KAM~~AROs will discuss what potential ALS could be available to the apprentice and how this will be assessed. The KAM will discuss the need for the apprentice to provide documents/evidence if they have been supported previously (e.g., at school).

During the induction and initial assessment process, Skills Coaches will discuss support needs and any reasonable adjustments with the apprentice and complete a Learner Declaration form with the apprentice if required, providing as much detail as possible.

The ~~Apprentice Co-ordinators~~ AROs will oversee the onboarding, initial assessment and induction process to ensure that all Apprentices are aware of the ALS that could be available and that they have completed Learner Declaration forms if required.

The ALS Apprenticeship Co-ordinator will liaise with ~~KAM~~AROs, Skills Coaches, ~~Apprentice Co-ordinators~~ and MIS to establish which apprentices have declared support needs, arrange assessments with specialists as required and oversee referrals for support and the arrangement of support packages.

The ALS Apprenticeship Co-ordinator will remain the key contact for the Apprenticeship team and the ALS team, keeping support for Apprentices under review in light of feedback from ALS staff and Skills Coaches via monthly reviews.

The ALS Data Officer will liaise with MIS to establish a list of Apprentices with declared needs and update that list on a monthly basis to reflect new starts, completers, withdrawals and any changes of support need. The ALS Data Officer will work with MIS to establish funding for supported Apprentices and provide information as required for ALS funding claims.

The ALS Data Officer will work with the ALS Co-ordinator to ensure ~~Smart Assessor~~ performance monitoring tool records are up to date and sufficient for audit purposes.

## Continuing Professional Development

In addition to the CPD activities described in Section 8, members of the ALS team will provide an update to the Apprenticeship team half-termly. This will include any relevant professional development updates on ALS that the Apprenticeship team requires.

## **Quality**

The ALS and Apprenticeship managers will audit learners' electronic records completed by ALS staff and Apprenticeship staff working with Apprentices receiving support. This is subject to internal and external audit procedures.

The performance and progress of Apprentices receiving support will be reviewed monthly by ALS and Apprenticeship staff working with them. The review will be recorded on eApprentice.

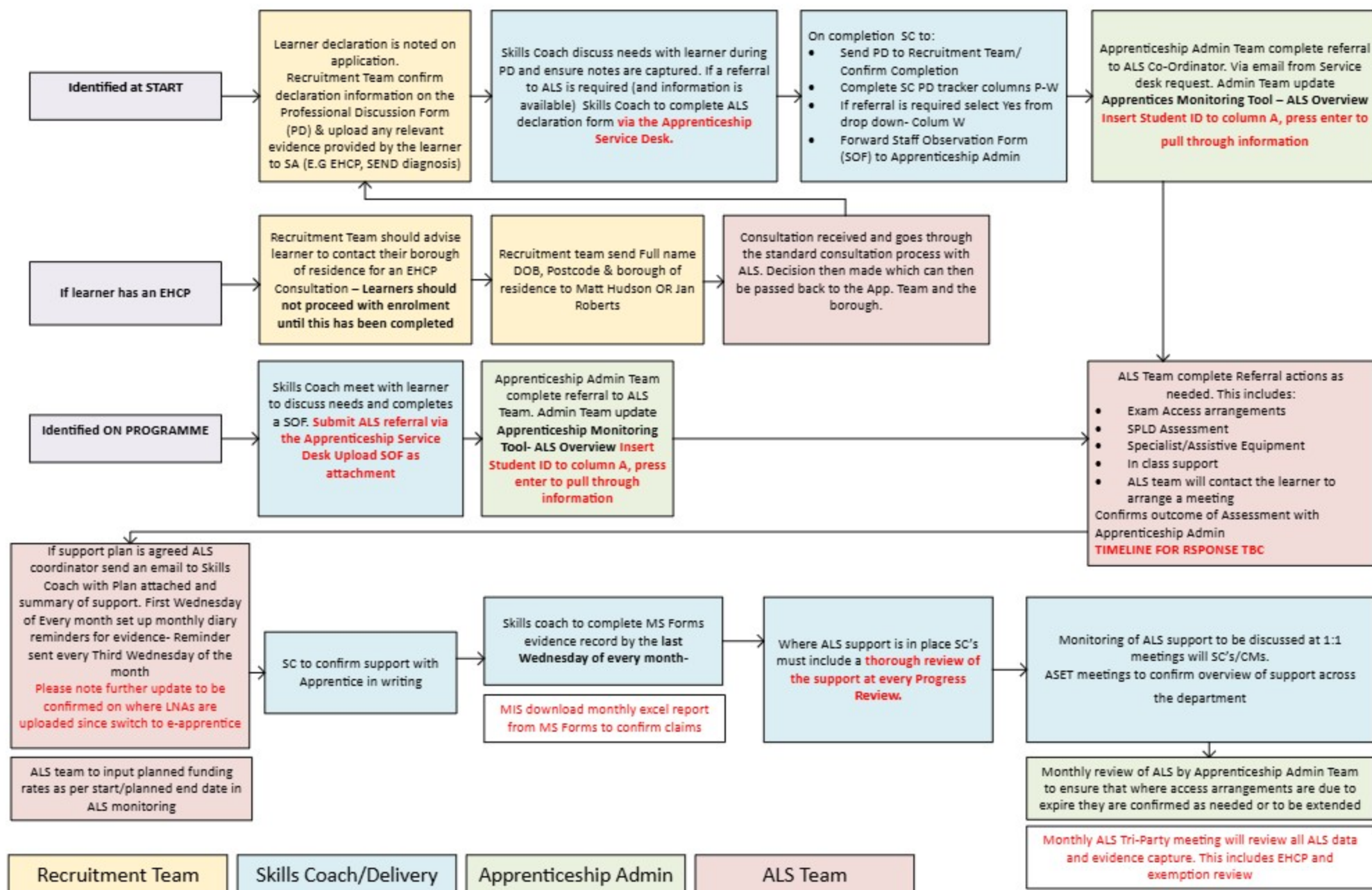
Attendance, in-year retention and overall achievement of Apprentices in receipt of support will be monitored by the Assistant Principal and reported to the senior leadership team on a monthly basis.

The ALS Funding Lead will be responsible for ensuring ALS funding for Apprentices is monitored.

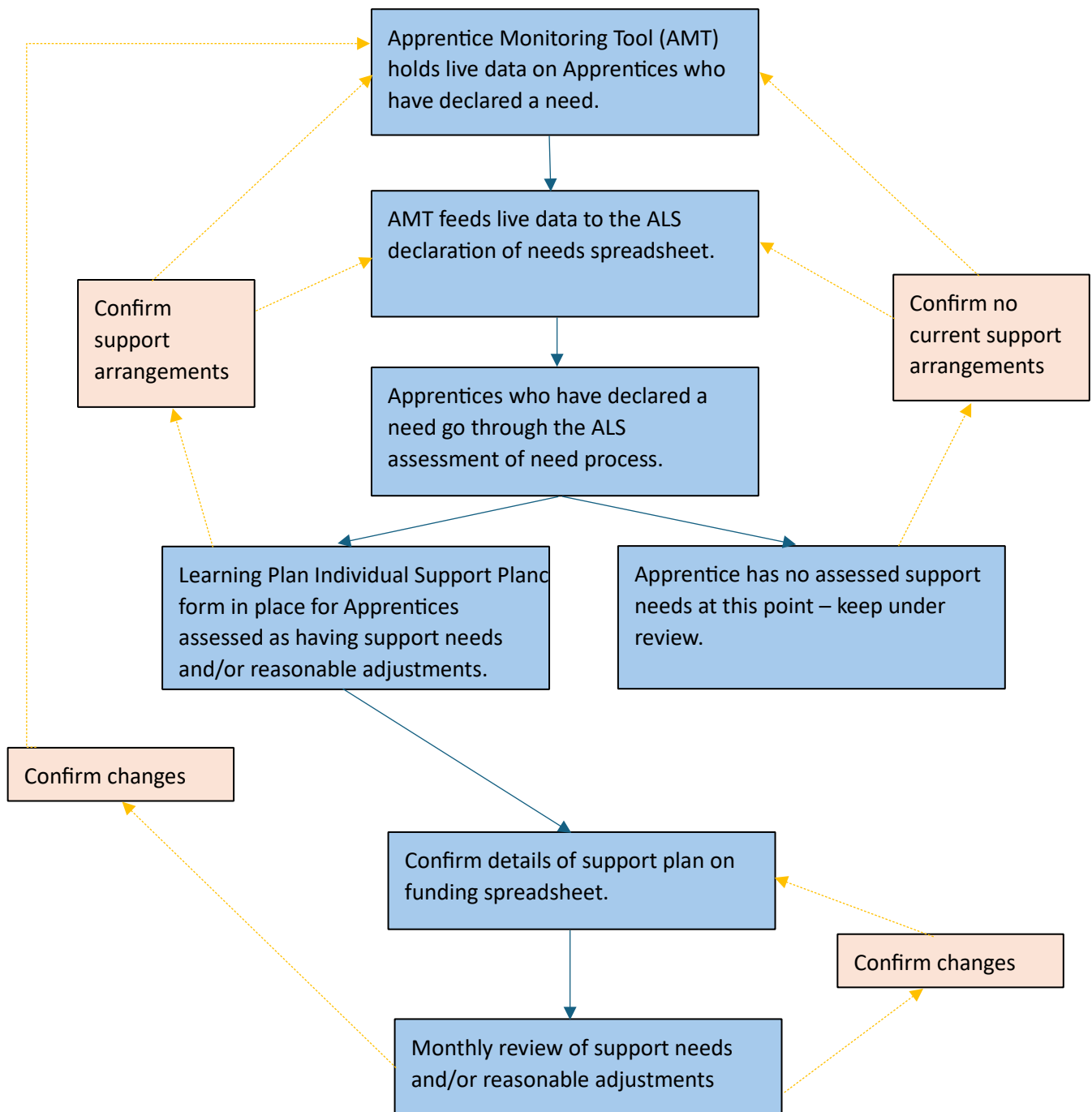
ALS procedures for Apprentices are reviewed on a regular basis, and feedback is sought from learners and staff to determine their effectiveness and appropriateness. Procedures may be amended as necessary to respond to new legislation, funding restrictions or feedback received.

# ALS Process for Apprentices with Additional Learning Needs

Please note this does not supersede the ALS Policy process- It is designed to support a step by step guide for ALS referrals alongside the Policy



## ALS Apprenticeship Data Monitoring



## Director of Additional Learning Support

Implementation of a comprehensive strategy for additional learning support aligned with the college's mission and values.

- Ensure staff have opportunities for professional development to maintain a high standard of service.
- Collaboration with whole college services teams to promote an inclusive learning environment. Build and maintain strong partnerships with external organizations.
- Effective management of resources, including budgets and staffing, to optimize support services for students with diverse learning needs.

- Oversee the quality of support delivery and training programs for staff to ensure their awareness and skills in supporting students with additional learning needs.
- Use data and feedback mechanisms to assess the impact of support services, identify areas for improvement, and implement changes as needed.

## Funding Manager

- Responsible for the management and monitoring of ALS funding claims, ensuring processes are effective and efficient.
- Advise and report on changes to local, regional and national support funding developments.
- Review ALS data and funding information.

- Maintain and further develop external partnerships to securing in year and future ALS funding streams
- Ensure data returns are accurate and completed in a timely manner.

## Assistant Directors of Learning Support

Lead and manage transition planning, preparation and delivery of high-quality support in a variety of contexts and through a range of delivery methods and, to track, evaluate and market the support offer to learners and staff for optimum effect.

- Lead, manage and develop high performing ALS teams to provide an outstanding learner experience and excellent learner outcomes.
- To deliver and support efficiently; help facilitate accessibility, learning independence, meet the needs of all learners, and increase achievement across all sites in cross college provision.
- Collaborate with teaching teams and managers to promote and facilitate awareness of additional learning support on each campus and to ensure it is fully integrated into the curriculum.
- Lead develop and deploy staff and other resources to support learners and to make appropriate adjustments for their assessments and examinations.

- Use accurately recorded data to maintain records of activities associated with learner support in order to claim funding and to provide management information as required.
- To lead the process of regular and annual reviews for learners with EHCPs and to develop and maintain effective and professional relationships with parents, the local authorities and health & care services around the learner.
- Responsible for regular review and evaluation of ALS services, using agreed quality procedures, including student voice, learning walks and innovative strategies to improve quality and the learner experience to ensure needs are fully met.

## Transition Coordinators

Ensure the successful transition of SEND learners in and out of the college.

- Responsible for providing operational leadership & management of the LSA Coordinators, organising in-class support for SEND learners.
- Working closely with the ALS Tutors and Specialist Assessor teams to ensure that ALS support members of staff working with SEND learners in the college have access to the correct learner information from the start of enrolment.
- Liaise with external providers to ensure learner needs are met e.g. SaLT, OH, Physio

## LSA Coordinators

Coordinate the support provided by LSAs in lessons

- Day to day line management of LSAs
- Timetables shared with Data Officer
- Support point of contact with parents
- Coordinate support in collaboration with wider ALS and college teams
- Liaise with exams to provide LSA support for access to exams

## ALS Tutors

To provide 1:1 or small group support to learners who have declared a learning need

- Generate EHCP learning plans and liaise with LSAs and Specialist assessors
- Triage learner declaration s and signpost to appropriate support team
- Generate Individual Support Plan for ALS learners and upload to eTrackr
- Team teach to observe learners in classroom settings and inform planned support
- To act as an advocate for learners
- Contribute to and attend EHCP review meetings
- Monitor progress and record support sessions on TALI

## Specialist Assessors

To review learner's EHCPs in detail with the learner and provide specialist support and advice. To ensure exam access arrangements are in place. To provide specialist tuition

- Assess support needs and complete learning plans providing specific guidance on teaching and learning strategies.
- Provide specialist out of class tuition to learners with Dyslexia
- Assess learners for exam access arrangements and process applications
- Liaise with exams and tutors on arrangements and record on TALI

## Senior Learning Support Assistants

To hold specialist knowledge and experience in a specific category of need

- Extensive experience and background in education setting
- Provide further support to LSAs ALS Tutors and specialist assessors
- Provide in class support
- Linked to curriculum areas and attend curriculum team meetings

## EHCP Officer supported by ALS

Administrator

- Receives and records new EHCPs
- Maintains central tracking record of consultations, progression, annual reviews, exam arrangements and annual reviews and learner declarations
- Arranges annual reviews and emergency reviews
- Close liaison with Funding Manager

## Data Officer

- Input all LSA timetables to Unit e
- Ensure all records on TALI are accurate and current
- Report progress against plans and funding generated
- Close liaison with MIS team

## Job Coaches

To support learners to access the workplace, develop relevant skills and progress into employment.

- Assist sourcing potential employers and assist pre work placement
- Support employer for a successful placement
- Support during the work placement, model monitor and review progress

## Learning Support Assistants

Support case loaded learners with SEND needs. Develop strategies to enable learners to increase independence

- Monitor attendance and identify any barriers with appropriate actions to improve
- Provide in class support as identified in EHCP learning Plans and ISPs for ALS learners
- Complete termly reviews of EHCP learning plans to ensure focused progress towards achieving outcomes and milestones
- Liaise with teachers and tutors to provide appropriate in class support according to session plan
- Complete case file notes on eTrackr maintaining learning support records in line with auditable procedures
- Contribute to the annual EHCP review of individual learners.