



MORLEY COLLEGE LONDON

Additional Learning Support Policy

POLICY OWNER:	Additional Learning Support Manager
FINAL APPROVAL BY:	Policy Committee
Policy Category:	Student
Approved by Policy Committee:	01/04/2025
Review Date:	31/07/2029

1. Introduction, Purpose and Scope of Policy:

- 1.1 Morley College London is committed to actively promoting equality of opportunity to ensure that all students reach their learning potential and achieve success on an appropriate course of study.
- 1.2 This policy sets out the College's obligations and procedures in providing Additional Learning Support (ALS) to students, whilst maintaining the standards as described in the Special Educational Needs and Disability (SEND) Code of Practice 2014:

All teachers are teachers of Special Educational Needs and Disability (SEND). Good quality Learning Support is underpinned by high quality teaching, learning and assessment and should not replace it. In addition, all college employees have a duty to make reasonable adjustments for students with SEND.
- 1.3 This policy aims to provide the framework within which the College provides Additional Learning Support in respect to learners with an Educational Health Care Plan (EHCP) or additional needs that are enrolled on an accredited provision.

2. Equality and Diversity Analysis Screening:

- 2.1 In accordance with the College's Equality, Diversity and Inclusion Statement, the development of this policy complies with the Equality Act 2010 in ensuring due regard to eliminating discrimination, advancing equality of opportunity and fostering good relations.
- 2.2 An equality analysis has been completed to ensure the policy does not affect different groups protected from discrimination.

3. Applicability:

- 3.1 This policy is applicable to all College staff as it provides the framework to ensure a high quality and impactful Additional Learning Support provision. Curriculum staff have a responsibility to understand the needs of students under their tuition.

4. Definitions:

- 4.1 *Additional Learning Needs* – someone who requires reasonable adjustments to the support over and above that which is usually provided by the teacher, due to a disability or difficulty.
- 4.2 *Additional Learning Support (ALS)* – the extra assistance provided to students to enable them to succeed in their education, tailored to their individual needs.
- 4.3 *Adjustment Note* – a document detailing reasonable adjustments or required support provisions as identified in a Needs Assessment.
- 4.4 *Disability* – a physical or mental impairment that has a “substantial” and “long term” negative effect on your ability to do normal everyday activities, that have existed for 12 months or more, or likely to do so¹.
- 4.5 *Educational, Health and Care Plan (EHCP)* – a legally binding document designed to support children and young people up to the age of 25 who have special educational needs and disabilities (SEND).
- 4.6 *Learning Support Assistants (LSAs)* – professionals who provide additional support to students .

¹ As defined by the Equality Act 2010

- 4.7 *Needs Assessment (NA)* – a systematic process used to identify a person’s support requirements.
- 4.8 *Reasonable Adjustments* – practical changes made to support students with additional needs, taking into account individual circumstances, the effectiveness of the adjustment, and the College’s available resources and operational capacity.
- 4.9 *Special Educational Needs and Disabilities (SEND)* – refers to students who have a learning difficulty or disability that requires special educational provision, which is different from or additional to what is normally available to their classroom peers.

5. Statutory and regulatory requirements:

- 5.1 This policy has been developed in accordance with the following legislation and statutory guidance:
- Disability Discrimination Act 1995
 - Equality Act 2010
 - Data Protection Act 2018
 - Safeguarding Legislation
 - Children and Families Act 2014
 - SEND Code of Practice
 - ESFA and Local Authorities funding bodies

6. Policy Objectives:

- 6.1 This policy aims to:
- Provide the framework within which the College supports students with additional learning needs to promote their independence and prepare them for the world of work and/or further study
 - Outline the roles and responsibilities of all College staff, embedding the College ethos that all teachers are teachers of SEND and College staff have a duty to make reasonable adjustments for high needs learners
 - Clarify the scope of Additional Learning Support provision from the College within the current funding arrangements

7. Policy Statement

- 7.1 The College is committed to ensuring students with learning difficulties and disabilities are able to overcome barriers to learning and progress educationally, personally and socially, thus fully integrating into the College community.
- 7.2 To realise this commitment, the College aims to provide tailored additional learning support which is linked to the curriculum.
- 7.3 In providing additional learning support the College will exercise reasonable judgement on an individual basis. This will be determined by the ALS Team, relevant curriculum staff, parents/carers/guardians and external agencies where appropriate.
- 7.4 The College recognises that some additional learning needs may be temporary due to illness or injury. In this case where the effects of the additional need have a substantial effect on the students’ ability to access learning at an appropriate level and make progress, additional learning support may still be provided. The Student Support and Fitness to Study Procedure may apply in instances where a student continues to struggle with their studies beyond any ALS provisions put in place for them.

8. Implementation of Policy:

8.1 Additional Learning Support

The broad scope of Additional Learning Support (ALS) ensures that students with disabilities and/or additional learning needs have access to the full college experience and include:

- Reasonable adjustments made through high quality and personalised teaching (e.g. differentiation, providing copies of lesson notes, 1:1 teaching time)
- SEND provision delivered by the ALS Team (e.g. Learning Support Assistants, Learning Support Tutors, specialist equipment), or facilitate support from external specialist services;
- Adaptation of all learning materials by the Curriculum teams and/or Support Teams, including access to all electronic media, e-learning resources and assistive technology provided by the Learning Support Team, or available in our Libraries
- Exam Access Arrangements
- Adjustments made by business support areas (e.g. IT Services/Estates)
- Support to access activities such as enrichment and work experience
- Reviews of support plans for learners who hold an EHCP and the setting of personalised targets to assist in preparation for adulthood
- Ability to speak in confidence to staff about their support needs. This information will not be shared without their consent, unless there are safeguarding concerns
- An Adjustment Note is provided by the ALS Team to advise staff on the adjustments needed for students with disabilities and additional learning needs, SEND and includes bespoke documentation for those students classified as High Needs.

8.2 Access Routes to Additional Learning Support

Additional Learning Support will be available to students that declare that they have a need, a disability, learning difficulty or health requirement if they meet the entry requirements of their chosen qualification, and can access their chosen qualification with the help of “reasonable adjustments” by the College, subject to funding and resources.

Assessments for students with an Education Health and Care Plan (EHCP) or students with complex support needs, should be completed prior to enrolment to ensure that the College can meet their needs and that there is a smooth transition into education. All students with disabilities and/or learning difficulties that disclose their needs will be offered an initial needs assessment of their learning support needs.

Where appropriate and within funding rules they should be entitled to:

- A specialist Support Tutor/Practitioner to act as a key contact and oversee their support at College
- A support plan outlining the recommendations to Curriculum Teams on how best to support them, and what support will be available to them
- Their support plan being followed by curriculum and support staff
- Reviews of their support plan and the setting of personalised targets to assist in their preparation for adulthood
- Risk assessment being undertaken, where attendance on their chosen qualification may pose a risk to themselves or others
- Apply for exam access arrangements with support from tutors, if appropriate evidence is available to fulfil examination board requirements, including a picture of how the student works in lessons

- Decline the support offered to them, unless there is a safeguarding risk
- Learning Support Assistants, who are provided to ensure quality of provision.

The ALS Team does not provide specialist support for medical needs and complex personal care. Where a learner seeks to attend College with these needs, all reasonably practical efforts will be taken to meet these needs via external support services, within the constraints of funding arrangements.

8.3 **Responsibilities**

ALS Manager will:

- Advocate for students with learning disabilities and difficulties.
- Take responsibility for strategising in the provision of support; compliance to funding regulations; conducting assessments; and tracking and recording of students on relevant systems.
- Monitor the workload of the ALS team and ensure that resources are deployed effectively to support the success of students.
- Monitor the quality and effectiveness of ALS provided by ALS tutors and LSAs.
- Work closely with curriculum management and tutors, facilitating communication to ensure high-quality support is in place, which is appropriately targeted based on diagnostic assessment.
- Attend School/Curriculum/Programme/Subject meetings as appropriate.
- Monitor the progression of EHCP students via termly meetings with relevant Curriculum Leaders/Deputy Heads of School.
- Develop and deliver cross college CPD in relation to Additional Learning Support techniques and strategies for teachers.
- Facilitate and schedule team visits to classes at the start of the academic year to introduce the ALS service.
- Consider and implement multi-faceted approaches to support, appreciating that not all learners require support 1:1. EG: Group or pair support in the LRC.
- Ensure exam adjustment arrangements are undertaken efficiently across College.
- Contribute to the induction video.

ALS Co-Ordinator will:

- Follow the ALS procedure to ensure relationships between curriculum areas and ALS are established to facilitate rounded and relevant support to students.
- Attend regular, minuted, Cross college and Centre-level meetings chaired by the ALS Manager as required.
- Attend departmental meetings chaired by the HOS as required.
- Maintain ALS service standards regarding responsiveness to students, allocating support, ensuring students with EHCPs receive timely NAs and ALS, reporting as required, and monitoring students' attendance.
- Be a visible presence at Open Events and Open Enrolment and facilitate discussions with potential applicants/students/families re the ALS function.
- Manage ALS team recording student progress on cross college tracking systems (eg eTrackr).
- Implement multi-faceted approaches to support, appreciating that not all learners require support 1:1. (eg Group or pair support in the LRC).

ALS tutors will:

- Follow the ALS procedure to ensure relationships between curriculum areas and ALS are established to facilitate rounded and relevant support to students.

- Attend regular, minuted, Centre-level meetings chaired by the ALS Manager as required.
- Attend departmental meetings chaired by the HOS by request.
- Set and review targets with their students to enable students to identify areas for development and progress made in achieving this.
- Record student progress on cross college tracking systems (eg eTrackr).
- Implement multi-faceted approaches to support, appreciating that not all learners require support 1:1. EG: Group or pair support in the LRC.

Campus Principals, Heads of School, Deputy Heads of School will:

- Monitor the implementation of the Policy
- Support the Director of Quality & Inclusion and the ALS Manager to measure its impact on the quality of ALS and impact of ALS on enhancing student outcomes at Morley by regularly analysing relevant KPIs including: progress and achievement of students receiving ALS.
- Ensure HNL are explicitly under review in Performance Review processes.

Curriculum tutors will:

- Follow the ALS procedure to ensure relationships between curriculum areas and ALS are established to facilitate rounded and relevant support to students.
- Make themselves aware of the adjustment note on eTrackr to better support students on programme and put in place the adjustments identified.
- Contribute into the required elements of EHCPs as necessary, including providing termly feedback on the learners progression towards their EHCP Outcomes and general feedback on their progression on their study programme
- Attend scheduled Tutor development activities (CPD)

Tutor development activities (CPD) will:

- Provide opportunities for curriculum and ALS tutors to work together to develop relevant pedagogical skills and share best practice i.e.: termly ALS/Curriculum tutor forum via Teams.

9. Communication and Training:

- 9.1 This policy will be available as part of all student support policies published on My Day, the College website and the internal policy library.
- 9.2 Additional resources will be available to all staff on how the policy is implemented by the ALS Team.
- 9.2 All staff will be required to participate in CPD sessions and induction and orientation activities focussing on collegewide ALS provisions for students. Training will cover:
- understanding ALS policy, processes and procedures (Needs Assessments, Adjustment Notes, in class support, exam arrangements etc);
 - Supporting High Needs Learners;
 - ensuring inclusive learning spaces for neurodiverse students;
 - using self-determination theory as part of intrinsic motivation to develop independent learners

10. Monitoring and Reporting:

- 10.1 The Learners with High Needs subcommittee is responsible for monitoring the implementation of this policy, providing assurance to the College at the Academic Board.
- 10.2 This policy will be reviewed annually by the Learners with High Needs subcommittee, and holistically every four years by the Director of Quality & Inclusion, in liaison with the ALS Manager and the Vice-Principal (Education Strategy & Policy).

11. Related References, Policies, Procedures, Forms and other Appendices:

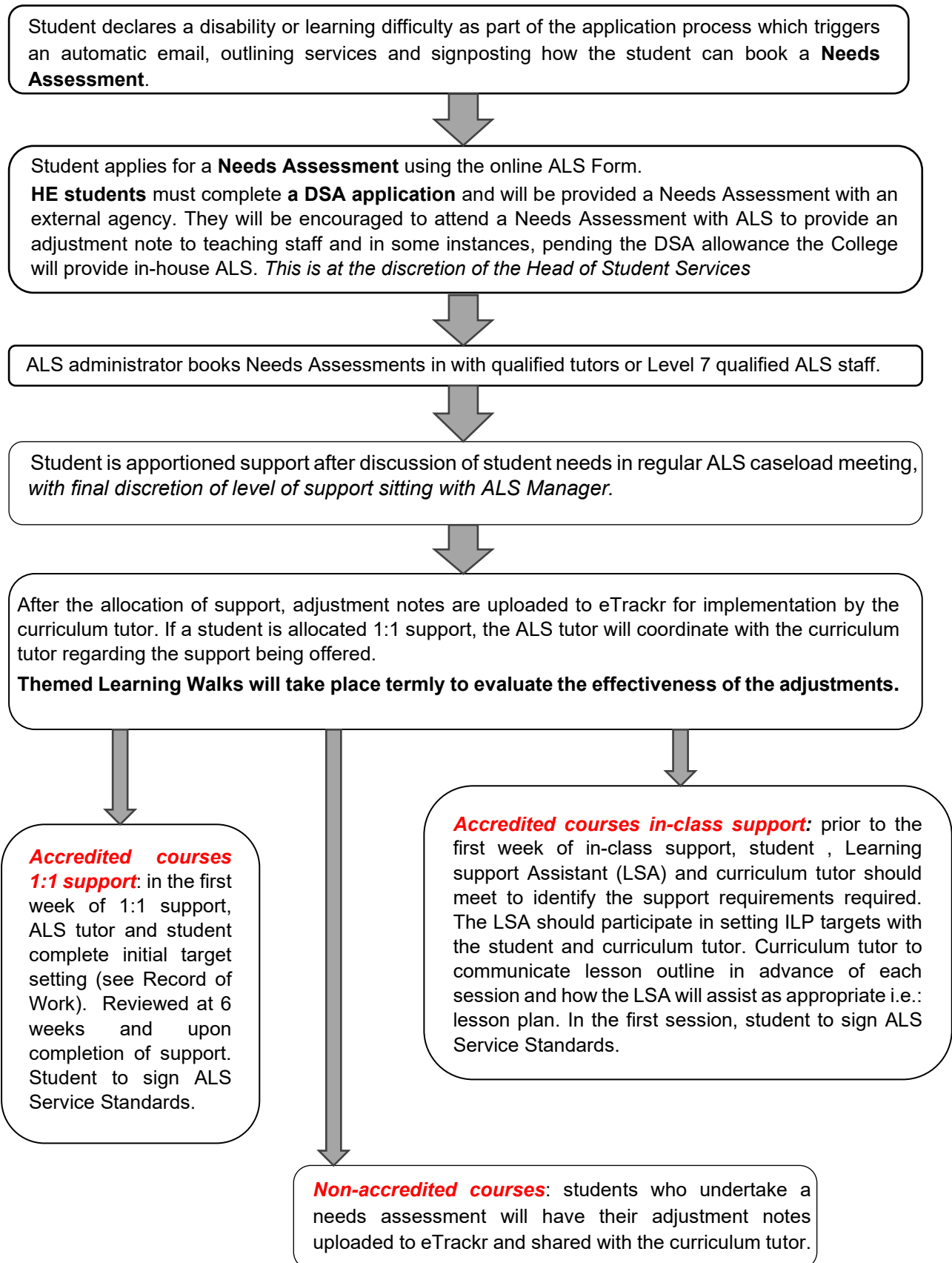
11.1 Appendices:

- Appendix 1: ALS Process Flowchart
- Appendix 2: ALS Service Agreement
- Appendix 3: Delivering Online Support

11.2 Related Policies:

- [Student Support Policy and Fitness to Study Procedure](#)
- [Student General Admission Policy](#)
- [Equality, Diversity and Inclusion Statement](#)

Appendix 1: ALS process and quality assurance process



Assessment and Evaluation

The quality of learning, teaching and assessment within ALS and in-class support will be monitored via the LTA quality assurance processes (see LTA Policy):

- **1:1 ALS tutors will have learning walks (carried out by relevant ALS Manager)**
- **Curriculum tutors who have students receiving in-class support will be expected to demonstrate how this is supporting the student's learning journey in their OLTAs and LWs.**
- **In-class LSAs will have themed learning walks (carried out by relevant ALS Manager)**



ALS students to complete impact evaluation upon completion of support

Ongoing throughout process:

- 1) **Regular** ALS team meetings chaired by ALS Manager
- 2) ALS Manager attending Curriculum meetings with Head or Deputy Heads of School
- 3) **Termly** meetings between ALS Support and PAM/Tutor

Appendix 2: ALS Service Standards

ALS Service Standards

College responsibilities

- Universal to all students is the access to a Needs Assessment. Ongoing support throughout course is dependant on level of class and nature of provision. This is dictated by funding streams available for support for differing types of provision.
- You will be contacted with 1 week of submitting your Student Referral Form to arrange a time for you to attend a needs assessment
- After the needs assessment, your class tutor(s) will receive an adjustment note and, if applicable, support will be offered at the earliest opportunity
- We will work with your class tutors to ensure that your support is appropriate
- The majority of 1-1 support will be delivered online. However, we recognise that this will not be suitable for all students and some support will available in person
- Where a member of staff has a concern about the welfare of or significant risk to a young person or vulnerable adult e.g. neglect or abuse, this will be discussed and reported to the Safeguarding Team

Student responsibilities

- Your initial allocation of 1-1 support is six sessions. After this, your tutor will review your allocation
- It is important for your progress that you attend all sessions and arrive on time
- If you can't attend because of illness/another appointment, please give us as much notice as possible. All absences will be deducted from your allocation and will be taken into account when we discuss any further support with you
- If you miss two consecutive appointments or your attendance at support or on your course falls below 80%, your support will stop and another student may take the appointment time

Student signature _____

Date _____

Print name _____

Tutor signature _____

Date _____

Print name _____

Learning support: email learningsupport@morleycollege.ac.uk

Appendix 3: Delivering ALS online

Where appropriate and directed by the Head of Student Services and the ALS Manager, ALS may be delivered online, via Teams. Where appropriate, assistive technology should be used.

1:1 support

ALS tutors will set up Teams meetings with their student/s and provide support via videoconferencing. The ALS tutor may have to induct the student into accessing Teams for this purpose. The record of work and communication with curriculum tutor should continue as usual.

In-class support

Where some/all classes are taking place online, in-class support must be maintained. In these circumstances the curriculum and ALS tutors must liaise as previously outlined to ensure that appropriate support is provided. This is more challenging in a videoconferencing setting, and curriculum tutors may have to adapt their delivery processes in order to accommodate this e.g.: use of channels (breakout rooms) in Teams which will provide an opportunity for the LSA and student to work together, or having a 'live' starter activity, with a pre-recorded main section which allows the student to work in a 1:1 videoconference with their LSA, with a final 'live' activity which brings the whole group together. Further support and guidance on strategies can be provided by the Learning and Teaching team.