



# **LANCASTER TRAINING SERVICES LTD**



## **ADDITIONAL LEARNING SUPPORT POLICY**

The purpose of this policy is to establish a framework for Learning Support in line with best practice in Equality, Diversity and Inclusion.

### **Policy Statement**

Lancaster Training Services Ltd (LTS) is committed to providing additional support to students who have been assessed as needing extra support, activities or resources, in order to help them achieve their learning aims.

### **Introduction**

Learners with additional learning needs are at a greater risk of: -

1. dropping out of their work-based learning programmes
2. failing to achieve their learning objectives
3. failing to gain qualifications

Additional Learning Support (ALS) is available to learners with specific learning difficulties, such as dyslexia, disabilities and basic skills or language needs. Our training staff has a key role in meeting the individual learning needs and styles of all of their learners through teaching approaches, creative teaching and learning, and an ability to incorporate differentiation into planning and delivery.

### **Identifying Additional Learning Support Needs**

LTS is responsible for identifying potential or actual barriers learners may face. The process of identifying a learner's additional needs is usually undertaken as part of the initial assessment process. PC based Initial Assessments and the Stanley Thorne Assessment which identifies specific areas of weakness are used. Learners are interviewed and can give details of the support they need on the application form or Disability Check Form. Additional needs can also be identified through lesson observations and one to one discussion. LTS encourages students to disclose their requirements. While some types of additional needs may quickly emerge others may not always do so. These might include behaviour, attitude, or issues which the learner did not want to talk about until they felt more confident or trusting of a member of staff.

### **Identify Objectives for the Learner**

Objectives are set for the learner to achieve during the course of their programme. These objectives will help address those barriers identified. Objectives will be set in a way which can be measured and their achievement celebrated with the learner. Short term targets will be reviewed every 4 weeks and long term targets every year.

### **Achieving Learner Objectives**

The ALS staff and tutors decide what types of additional learning and support the learner might benefit from to help them achieve their objectives. Every 4 weeks the learner is reviewed by the ALS staff. The learner's progress is recorded, targets reviewed and additional support recorded. The support offered may include:

- Adjusting the way the course is delivered
- Making special assessment arrangements
- Providing additional handouts
- Providing specialist equipment
- Offering extra tutorial time or classroom support
- Provision and guidance of application of number and communication work books
- Assistive technology and equipment e.g. Interactive whiteboards and slates, Activote, wireless laptops, Nintendo DS' Brain Train, an information screen, touch screen monitors and training software

### **ALS Staff**

Peter Stanborough is the first contact for ALS (Lee Lawson in Peter's absence). In the event of specific needs consultation and guidance can be sort from Lancaster and Morecambe College (Phillipa Howsley and Darren MacFarlen).

Richard W Little – Chairman

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