

Learner Support Policy

Expansive Learning Group

October 2022

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Version 2

Review Date: Oct 2024

1. Scope

This policy applies to all staff at Expanse Learning.

2. Policy Statement

Expanse Learning is committed to actively promoting equality of opportunity ensuring that all students reach their learning potential and achieve success on an appropriate course of study. Expanse Learning aims to provide sensitive advice and guidance to all students prior to entry to raise aspiration and to assess any additional needs in a timely and comprehensive manner. Students are encouraged to disclose their needs confidentially at all stages of the student journey.

Expanse Learning uses a range of strategies to design an appropriate and flexible support programme to reduce significant barriers to learning. It regularly reviews the impact of its interventions to ensure that available funding is used to the best effect and impacts positively on student achievement. It is recognised that barriers to learning can be caused by physical, mental, social, emotional and communication factors. Students are supported to develop insight into personal barriers and develop strategies and skills that will encourage them to become independent students.

This policy therefore applies to admissions, induction, on programme activity and all sites, off site activities and assessments.

3. Purpose and Objectives

The purpose of this policy is to ensure that all students achieve their learning potential and understand their entitlement to support. All staff must be aware of Expanse Learning obligations and their responsibilities to:

- Promote equality and participation,
- Ensure that individualised strategies are in place to support learning,
- Monitor the impact and quality of the learning support that is delivered.

4. Coverage and Scope

Disclosure and Confidentiality

In accordance with the Equality and Diversity Policy, Expanse Learning has a duty to anticipate needs wherever possible, to make reasonable adjustments accordingly and to treat all students equally. Information on a disability cannot be passed on to third parties without explicit informed consent from the student. It is acknowledged however that where a student has disclosed a disability, the whole company is deemed to be aware of their individual needs.

Definition of Need

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

Definition of Additional Learning Support

The term "additional support" simply means some kind of educational provision that is over and above (or significantly different to) the education normally provided to students. Additional support is provided in order that students with additional support needs can benefit from their education, which is directed to the development of the personality, talents and mental and physical abilities of that student to their fullest potential.

Identification of Need

At each stage of the student's journey, they are encouraged to disclose any learning needs. It is made clear that this will not affect their chances of being offered a place on a course. Every effort is made to make use of pre-entry information provided by schools or agencies in a timely manner to support effective enrolment and induction and to impact on retention and achievement. Literacy and numeracy needs are assessed routinely. At any stage of the learning journey a student can refer himself or herself for additional support. Teaching and support staff may also identify a potential support need and ask for a referral for their students.

Additional Learning Support is provided but not limited to the following fields.

Learning Disability:

- Visual Impairment
- Hearing Impairment
- Disability affecting mobility
- Other physical condition
- Other medical condition (for example epilepsy, asthma, diabetes)
- Emotional/Behavioural difficulties
- Mental health difficulty
- Temporary disability after illness (for example post-viral) or accident
- Profound complex disabilities
- Multiple Disabilities
- Other

Learning Difficulty:

- Moderate Learning Difficulty
- Severe Learning Difficulty
- Dyslexia
- Dyscalculia
- Other specific learning difficulty
- Autism Spectrum Condition
- Multiple learning difficulties
- Other

5. Provision of Support

Once a student need has been identified individual support guidance will be planned with the student detailing the support requirements and initiated in a timely and appropriate manner. The student will be appointed a named teacher who will take responsibility for ensuring that the measures positively impact on the student's progress. The programme will be designed to develop the student's own strategies to recognise personal barriers and reduce dependency. The Learning Support Team will also ensure that where appropriate all teaching and support staff involved in the delivery of learning are provided with information that facilitates support.

Support strategies include:

- ensuring that teaching is differentiated in terms of times and delivery methods
- learning materials are inclusive
- provision of learning support assistance in the classroom
- provision of additional learning curriculum support on a discrete basis
- rolling programme of study skill strategy support
- provision of physical support
- provision of assistive equipment or adaptations

6. Staff Training

Expansive Learning is committed to ensuring that all teaching and support staff are appropriately trained and that teaching practice/strategies are inclusive. It is committed to ensuring that all staff is aware of their responsibilities and can integrate inclusive learning into their own delivery. Expansive Learning will provide information for staff in a range of media and will ensure that training is available on a regular basis.

Please refer to the 'ELGR-POL-HRM-004 – Staff Training and Development Policy'

7. Organisation and Responsibility

This policy is the responsibility of the Board of Directors. Teachers are responsible for the management of the support in the classroom and are required to ensure that where support is provided reference is made in the Schemes of Work and in the Lesson Plans.

8. Monitoring arrangements

This policy will be reviewed every 24 months but can be revised as needed

Impact of non-compliance:

Staff:	Disciplinary action, prosecution, prohibition from teaching.
Student:	Not applicable
Legislation/organisational:	Reputational damage, litigation, statutory and non-regulated compliance. prosecution
Compliance lead:	Quality & Shared Services
Policy Reference:	ELGR-POL-ORGN-0003
Version:	2
Agreed policy location:	Intranet, company website and National Online Safety
Review Schedule:	24 months
Does the policy require Governor approval?	No

Approval

<p>Prepared by Scott Roberts 12/10/2022</p>  <p>Head of Shared Services</p>	<p>Approved by Tony Brown 12/10/2022</p>  <p>CEO</p>	<p>Counter Signatory Richard King 12/10/2022</p>  <p>Director of Schools, Pre 16 Education</p>
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Version Control

Version	Date	Revision	Review Date
1	01/09/2021	Policy Reviewed	31/08/2021
2	12/10/2022	Policy reviewed	11/10/2024
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