

2025
2026

Additional Learning Support Policy

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Introduction

Alliance Learning is committed to promoting equality, inclusivity and diversity. Our aim is to ensure that all learners achieve and succeed during and beyond their time at Alliance Learning. We ensure that reasonable adjustments are made to support our learners through a person-centred approach.

Alliance Learning's Additional Learning Support Policy has been developed to meet the statutory requirements set out in the Special Educational Needs and Disability Code of Practice: 0 – 25 (2022), the SEND Review (2015) and the Equality Act 2010.

Alliance Learning takes a person-centred approach to adapting the way it provides education to learners and recognises that learners may need support with a variety of needs.

Our Commitment to Equality and Inclusion

Alliance Learning recognises the diversity reflected in our learners and staff. We treat all with respect and aim to create a learning environment that is positive and accessible.

At Alliance Learning, we recognise that barriers to learning can be a result of a range of factors including but not limited to: cognition and learning, communication, social and emotional and physical and/or medical.

Alliance Learning has a clear, systematic process to ensure all learners have the equal opportunities to receive support that is effective.

At Alliance Learning, we provide students with the space to disclose learning difficulties and/or disabilities before and during their time on programme. We are committed to ensuring individual needs are met throughout the apprenticeship program from recruitment to next steps.

Alliance Learning provides a range of additional learning support and where appropriate, applications will be made for higher levels of funding through the appropriate agencies. The EFSA agrees to meet the cost of reasonable adjustment to programmes within its guidance. However, Alliance Learning is committed to ensuring all of its learners access the required support regardless of the availability of funding.

The Education & Skills Funding Agency (ESFA) state *'Learning support is aimed at enabling the Provider to work flexibly and provide support to meet the learning needs of learners. This will enable these learners to achieve their learning goal and make the most of their potential. Learning support also provides funding for you to meet the costs of reasonable adjustments as set out in the Equality Act 2010.'*

Purpose

The purpose of this policy is to ensure that any barriers to learning are removed so that all learners can reach their full potential including those learners with additional learning difficulties and/or disabilities.

Alliance Learning ensures that all learners achieve their potential and understand their entitlement to support.

Aims

By implementing the Additional Learning Policy, Alliance Learning ensures:

- All learners at Alliance Learning are accessing the same opportunities
- Support is provided for learners where necessary to maintain high academic standards
- We work in partnership with Local Authorities to support learners with high needs
- All learners can access the learning provided and achieve their full potential

- Funding available from the ESFA/DfE is optimised and supports students appropriately and requirements are met by the funding bodies

Definition of Additional Learning Needs

A learner is said to have additional learning needs where, for whatever reason, they need additional support with their education. This may be temporary or ongoing. Learners may require reasonable adjustments to be made due to:

- A disability and/or learning difficulty
- A barrier to learning as recognised in the Equality Act 2010
- Learners who have or have previously had an Education, Health and Care Plan

Assessment of Need

During the recruitment phase of an apprenticeship, all candidates will complete an enrolment form which allows them to self-identify any additional learning needs that they have. Candidates will also complete a comprehensive Maths and English assessment. This indicates an initial level of ability. Learners who do not have Level 2 in Maths and English will have adjustments made to their Training Plan and will study Maths and English at Functional Skills Level 2 with a specialist Functional Skills Tutor.

Furthermore, learners will also complete a rigorous personal and social initial assessment to inform staff at Alliance Learning of any additional needs or barriers they may face during their time on the programme. Identification of additional needs will lead to a discussion with the Additional Learning Support Lead to inform a person-centered Learning Support Plan (see pg. 8).

Additional learning needs may also be identified once an apprentice has started their course. This would result in a referral to the Additional Learning Support Lead for an initial one-to-one conversation. Please see page 5 for more information. Following this, if an apprentice requires changes to their apprenticeship or additional learning support, support will be implemented and documented through the apprentice's Learning Support Plan.

Learning Support Plans will be reviewed every month depending on the learner's level of need.



Type and Frequency of Support

Additional learning support will be provided by staff at Alliance Learning either within the training centre or in the workplace. Adjustments made to the planned method of delivery are identified in the learner's Training Plan and justified in the Learner's Support Plan. Alliance Learning will ensure that where specific need/s have been identified, support will be facilitated, this may include but is not limited to:

I. Specialist Maths or English support

Learners identified as working at or below Level 2 in Maths or English will be assigned a Maths and/or English Tutor to deliver additional sessions. If specific areas of Maths and English are identified through our diagnostic assessments, the specialist Tutors will work on these areas. The frequency of the sessions will be dependent upon the learners needs. Sessions may be weekly, fortnightly or monthly.

II. Learning support from the Additional Learning Support Lead

Learners who have been identified as having Special Educational needs and/or disabilities may be supported on a 1:1 or small group basis with the Additional Learning Support Lead. The frequency of the sessions will be dependent upon the learner's needs.

III. Ongoing mentor support from the Additional Learning Support Team (ALS Team)

The ALS Team will provide ongoing support to learners based on the identification of additional learning needs or pastoral needs. The team will provide regular contact through face-to-face check-ins, via email, phone or Teams. Learners will be signposted to relevant support materials and sources where required. The frequency of this is flexible and dependent of the support needed. Sessions may be daily, weekly, monthly or quarterly. This will be stated in the Learning Support Plan.

IV. Increased time and interventions with Work Based Tutors

Learners identified as having additional learning needs may receive monthly sessions with their Work Based Tutor to provide interventions focusing on their areas of need. The frequency of this support will be unique to the learner and may be weekly, monthly or quarterly. This will be stated in the Learner Support Plan.

V. Use of the PRRR Intervention Model (Dr Dan Hughes and Louise Bomber, 2015)

All staff at Alliance Learning have received training on and are supported to implement the PRRR model (protect, relate, regulate and repair) to support learners. This links in closely with the Learner Ground Rules and Behaviour Policy.

VI. In Class Support

- Additional days/ time in centre
- Tailored attendance pattern
- Intentional limited class size
- Revised or additional teaching resources

- Increased workplace visits or contact with employer
- Additional marking and/or assessment and/or feedback
- Exam adjustments
- Signposting to external third parties. Staff at Alliance Learning may signpost learners to external third-party services.

VII. Apprenticeship Care Levers' Bursary

Learners who has previously been looked after and meet the criteria specified by the ESFA will receive additional funding and support from Alliance Learning during their programme.

The Hub

To support apprentices with additional learning needs to achieve their full potential and be fully included in the community of Alliance Learning, we have a dedicated Hub that provides support for apprentices through one-to-one and small-group intervention. The Hub provides person-centered intervention packages, where appropriate, to support learners' needs.

Staff Responsibilities

All staff at Alliance Learning are responsible for promoting inclusivity within their job role and supporting learners with additional needs to remove barriers to learning.

Tutors are responsible for the progress and development of their learners and ensuring they follow the Additional Learning Support policy.

Review & Monitoring

Students who are receiving additional support will have their Learning Support Plan reviewed regularly to ensure it is effective and appropriate to their needs and program.

Curriculum plans, individual lesson plans and lessons will be monitored to ensure they are inclusive of all learners.

Learning Support Plan

Name of Learner		Pathway	
Initial Assessment Outcome			

Identification of Needs

Maths		English		Learning Difficulty or Disability		Social	
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Learning Difficulties and/or Disabilities

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical, Sensory and Medical
Additional Information			

(Include as information as possible here about learners learning difficulties and/or disabilities)

Current Maths and English Levels

English	Entry 1	Entry 2	Entry 3	Level 1	Level 2	GCSE
Maths	Entry 1	Entry 2	Entry 3	Level 1	Level 2	GCSE

How are the needs highlighted above going to affect the learner's programme?

(Replace text here with details of learners knowledge and any particular challenges they may face during their apprenticeship. E.g. In unit X and X where measuring is required may result in the apprentice needing additional time to understand this concept as learner X is currently working at entry 3 in this topic.)

Social Needs (Personal and Social Questionnaire)

Area of need discussed	Tick	Notes from discussion
Learning History		
Home Environment and Support		
Social Factors		

Work Readiness Skills		

Maths and English Support to be Provided	
Specialist Maths or English Support in the classroom.	Ongoing mentor support for personal and social development (PSD)
Frequency of Support	
Increased Maths and/or English support visits in the workplace or classroom.	Monthly contact from ALS Team
Bi – Monthly Maths or English support visits	Frequent (more than monthly contact from ALS Team
Loan or grant of additional equipment	Not required
Additional activities or adjustments planned by ALS Team include details of support	

In Class/ Workplace Support to be Provided	
Additional days in Alliance Learning	
In class support e.g. teaching assistant	
Weekly one to one private discussions	
Additional time or resources	
Additional Information about In Class Support	
General Pastoral Support	
Additional visits or meetings in the workplace	
Additional sessions with WBT or Tutor	
Ongoing mentoring from the ALS Team	
Monthly check ins with the ALS Team	
Check in with WBT during review	
Other	
Additional activities or adjustments planning description	

Exam Support to be Provided	
Reader	
Additional Time	
Note Taker	
Other	
Exam Support Details	

Employer aware of additional needs/support?	
Yes	
No	
Additional Comments	

Confirmation of the Learning Support Plan			
Name of staff completing and signature		Date completed	
Business staff informed of claim			
Tutor provided with LSP			
Review planned for (1 or 3 monthly)			

Learner confirmation of the Learning Support Plan	
I am satisfied the adjustments made to my programme as required and deemed reasonable.	
Learner's Signature	
Date	

Manager Responsible:	Megan Clough
Reviewed and Updated:	Reviewed June 2025 Updates to pages 4,5,6 and 8.
Issue Date:	November 2025
Next Review Date:	June 2026
Approved By:	Dave Haslam
Signed:	