

Policy	Additional Learning Support and Inclusion Policy
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Authored by	Stephen Burkes

Additional Learning Support and Inclusion Policy

Introduction

1.1. Creative Process Digital is committed to treating all students & apprentices equitably, fairly, and with due regard, providing reasonable adjustments for identified learning difficulties, disabilities, and medical conditions, including mental health difficulties. The company's ethos of inclusion, widening participation, and promoting equality and diversity is encapsulated in this policy, defining the scope, principles, available services, and approach to supporting students/apprentices for long-term success.

1.2. Creative Process Digital is committed to providing an educational environment that nurtures students to become increasingly confident, independent individuals, through the provision of engaging, stimulating, and challenging learning opportunities. The company is committed to meeting the individual needs of students through diverse provision and assessment methods. Its culture is rooted in tolerance and respect, ensuring fair and dignified treatment for all.

1.3. This policy aims to provide clear processes and procedures to ensure that students/apprentices with Special Educational Needs and Disabilities (SEND) have opportunities and support to enable them to succeed and achieve their potential. Aligned with the strategic priorities of the company, it outlines how Creative Process Digital will meet statutory requirements under the SEND Code of Practice, Children and Families Act 2014, Special Education Needs and Disability Regulations 2014, and the Equality Act 2010.

1.4. The approach to maintaining standards for students with disabilities and/or learning difficulties as described in the SEND Code of Practice emphasises that all teachers are educators of students with SEND, with additional Learning support provision complementing high-quality teaching, learning, and assessment. Additionally, all staff share the responsibility of making reasonable adjustments for students with SEND.

2. Purpose

2.1. This policy outlines the intentions for the company's additional learning support (ALS) provision, which aims to promote inclusion.

2.2. Equity is a core principle in preparing students with knowledge, skills, behaviours, and attitudes for successful transitions into adult life, supported employment, or independent living. The company places students at the heart of decision-making processes and aims to maximise the use and effectiveness of ALS funding and other funding streams.

2.3. The company aims to maintain a highly skilled staff that is trained and aware of their duty to consider the needs of all students, making reasonable adjustments when necessary. Where necessary, external specialist support may be procured in response to Education, Health, and Care Plans (EHCPs), with collaboration and support from local authorities.

2.4. Company systems are designed to be proactive and inclusive, ensuring staff awareness of students' disabilities and learning difficulties, preferably as part of the pre-entry or transition process. Through effective support strategies and data-driven decisions, the company strives to ensure that it provides an inclusive environment.

2.5. This policy articulates the company's commitment to engaging with parents/carers and relevant professionals, agencies, and organisations in a timely and collaborative manner, aiming for the best possible outcomes for its students.

3. Scope

3.1. This policy applies to all teaching and support staff at the company and to all further education (FE) students who have:

3.1.1. Special Educational Needs and Disabilities (SEND)

3.1.2. Specific Learning Difficulties (SpLD)

3.1.3. Medical needs for which support is required to access learning

3.1.4. Mental health needs

3.1.5. Communication needs

3.1.6. General difficulties

3.2. The company is committed to supporting people to reach their full potential by providing appropriate additional learning support (ALS). From the funding available it will determine how best to target and deploy learning support resources to maximise participation and achievement.

3.3. To meet the diverse educational and personal needs of students and apprentices, support packages are tailored through a careful review process. These packages may encompass various elements, such as:

3.3.1. Assessments for exam arrangements

3.3.2. Communication Support Workers for Deaf students/apprentices

3.3.3. Adjustment of course materials

3.3.4. Drop-in support

3.3.5. Exam support for students with exam arrangements

3.3.6. In-class support – one-to-one and/or group Learning Support Assistants (LSAs) or Individual Needs Assistants (INAs)

3.3.7. Mobility assistance

3.3.8. Note takers

3.3.9. One-to-one support outside of class

3.3.10. Small group support outside of class

3.3.11. Support with assistive technology

4. Statutory obligations

4.1. Creative Process Digital is committed to ensuring that all students understand their opportunities to access additional learning support to assist in achieving their primary learning goals, and that all staff are aware of the company's additional learning support & inclusion procedure and their responsibilities to:

4.1.1. Promote equality and participation in all aspects of company life;

4.1.2. Ensure individualised strategies are in place to support learning and improve outcomes;

4.1.3. Monitor the impact and quality of support delivered to individuals or groups of students.

4.2. The company is committed to meeting its requirements as set out within the Children & Families Act (2014), the SEND Code of Practice (2014) and the Equality Act (2010). As part of these requirements, and in line with funding guidance, the company must also work in collaboration with relevant local authorities as part of general practice.

5. Policy principles

5.1. The provision of additional learning support (ALS) is guided by a set of fundamental principles that underscore the company's commitment to inclusivity, effectiveness, and continuous improvement:

5.2. Creative Process Digital promotes a culture of acceptance to ensure that students and apprentices feel encouraged to openly disclose any additional needs.

5.3. The company is committed to equity of opportunity and will take guidance to ensure this.

5.4. To support high levels of aspiration, the company will provide sensible, and informed advice and guidance to students prior to, and upon, course entry.

5.5. All applicants to the company are actively encouraged to disclose if they have a disability and/or learning difficulty, at which point they are offered the opportunity to discuss their individual needs.

5.6. The company is committed to responding to declarations of student need.

5.7. In accordance with the Equality Act the company has a duty to anticipate the needs of students wherever possible, and to make reasonable adjustments.

5.8. The company recognises the many barriers to successful learning and seeks to employ a comprehensive range of strategies to tailor appropriate and flexible support programmes to reduce those barriers and narrow the attainment gap where applicable.

5.9. The promotion of skills that support independence is a key principle. Where appropriate, a tailored support package is planned, empowering students and apprentices to develop self-reliance.

5.10. The company works collaboratively to ensure that support for students and apprentices is coherent, well-planned, and effective, addressing diverse needs seamlessly.

5.11. The provision of additional learning support (ALS) will uphold the values of the company.

6. Definitions

6.1. The company: refers to Creative Process Digital.

6.2. Special Educational Needs (SEN): A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A person has a learning difficulty or disability if they:

6.2.1. Have a significantly greater difficulty in learning than the majority of others of the same age, or

6.2.2. Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

6.3. Disability: A person is identified as disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities:

6.3.1. 'Substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed;

6.3.2. 'Long-term' means 12 months or more, e.g. a breathing condition that develops because of a lung infection.

6.4. Additional Learning Support: is identified as any kind of provision that is over and above, or significantly different to, provision normally provided to all students.

7. Funding sources The company's offer of provision is funded through a range of agencies, each with discrete regulations, requirements, and quality assurance frameworks. These funding sources collectively contribute to the ALS framework that supports students and apprentices. Agencies include:

7.1.1. Department for Education

7.1.2. Adult Skills Fund (19+)

7.1.3. Disadvantage Funding

7.1.4. High Needs Funding

8. Support model at each stage

8.1. Students are encouraged to disclose their needs at multiple stages: pre-application, application, post-application, during induction, and throughout their course.

8.2. Consultation on Education Health Care Plans (EHCPs) involves collaboration with the relevant local authority, with initial screenings identifying additional needs.

8.3. The tutors and Operations Manager follows up on disclosures, conducts assessments when required and identifies support packages across all aspects of the students'/apprentices' programmes.

8.4. Support documentation is maintained, monitored, reviewed, and modified, with details recorded on Dropbox and Smart Assessor.

8.5. Progression support for future courses or employment is reviewed as needed, and end-of-course support packages are evaluated for students progressing onto further courses.

9. Exam support

9.1. Some students may require additional support during exams. To determine the appropriate arrangements, such as extra time, a reader or a scribe, an assessment is usually necessary to identify any underlying learning difficulties. Students who have previously had exam arrangements or suspect they have a learning difficulty affecting their exam performance can request an assessment through their Tutor, Learning Support Assistant or Operations Manager. The company requires that a referral is made

from the relevant teaching staff to ensure that the correct arrangements are applied for to support the various qualifications the student may be completing.

9.2. It is important to note that previous access arrangements from another institution, such as secondary school, do not automatically carry over to the company.

9.3. Normal Way of Working: In certain cases, exam arrangements like the use of a laptop/word processor, separate/smaller shared rooms, or read aloud accommodations can be granted without a full assessment. There must be clear evidence that these accommodations represent the student's normal way of working. For instance, if a student uses a laptop/word processor, it should be their primary method for note-taking and coursework throughout their studies.

9.4. Separate Room for Medical Reasons: To be granted a separate room for medical purposes, there must be substantial supporting evidence from a suitable health care professional stating that this accommodation is necessary for the student to take the exam. Without this evidence, a separate room will not be permitted, although alternative options will be explored.

10. Confidentiality and data protection

10.1. Data handling

10.1.1. Collection and Storage: All information regarding students' additional support needs will be collected, stored, and managed in accordance with the company's General Data Protection Regulation (GDPR) Policy. This includes secure digital storage systems and restricted access to sensitive information.

10.1.2. Usage: Information will only be used for the purpose of providing appropriate support and accommodations.

10.2. Confidentiality

10.2.1. Privacy: Students' personal information and details about their support needs will be kept confidential. Only relevant staff members involved in providing support will have access to this information.

10.2.2. Disclosure: Information will not be disclosed to external parties without the students' explicit consent, unless required by law or when there is a significant risk to the student or others.

11. Related Documents

11.1 SEND Code of Practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>