



Additional Learning Support Procedure

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Purpose

The purpose of this procedure is to support the Additional Learning Support Policy V2.

This procedure outlines the process for identifying and providing Additional Learning Support.

Identification of SEND

Early identification of learners with SEND is essential to support appropriate assessment of needs taking place so that effective provision can be put into place.

When learners complete the enrolment application, they are asked to declare any special educational needs. This is requested so that support can be put in place at the beginning of the learner's journey. Those who declare a difficulty are reviewed by the Learning Support Coach (to be confirmed).

While learners are encouraged to disclose any difficulties during the enrolment process, difficulties which arise during the learning journey are also supported when they become apparent. Learning Development Coaches, working directly with learners, are always alert to emerging difficulties and respond by incorporating strategies to support with those difficulties into the Individual Learning Plan. For those learners who continue to experience difficulties despite this support, referral to the Learning Support Coach may result in further specialist support.

Learners also undertake initial assessments (IA) in both English and Math to enable MI to assess the level at which they are currently working. Difficulties identified here are also referred to the Learning Support Coach for further assessment.

Learners referred to the Learning Support Coach will complete a screening questionnaire which will support in outlining any specific difficulties they may have.

Difficulties are identified in the following ways:

- Self-declared learning difficulty and/or disability.
- Initial/Diagnostic Assessment results.
- Learning need identified by MI.

Further diagnostic assessments can be carried out, if required. For example:

- Cognitive assessments.
- Literacy assessments.
- Verbal and non-verbal ability.
- Receptive and expressive language.
- Difficulties with processing speed and working memory.
- Sign posting to outside agencies for other more specific assessments.

Raising a concern

Meeting the needs of learners is the responsibility of individual Tutors / Learning Development Coaches.

Tutors / Learning Development Coaches will respond to any difficulties by:



- Discussing support needs with the learner.
- Employing inclusive teaching practices.
- Adjusting delivering / trying different teaching techniques.
- Supporting the learner with difficulties through their Individual Learning Plan (ILP).
- Keeping a record of the difficulties and the strategies used to help.
- Keeping evidence of the impact of the difficulties e.g., pieces of work / assessments.
- Seeking advice from the Learning Support Coach on ideas to help support.
- Researching ideas around supporting strategies.

If the learner continues to have difficulties despite the Tutor/Learning Development Coach applying the strategies above, then a referral to the Learning Support Coach will be made.

Additional Support available?

The term 'Additional Support' refers to support that is over and above (or significantly different to) what is usually delivered by the Tutors / Learning Development Coaches.

The Learning Support Coach (LSC) can provide specialist support over and above what is usually delivered. Funding is available to enable MI to provide this support.

Support is tailored dependent upon the needs of each learner and is individualised to support a learner's progression through their learning journey. At least 1.5 hours of 1-1 support per month is allocated to learners that are eligible to receive the additional support to ensure they achieve their learning goals and reach their full potential.

Individual needs are considered however, and more support is available where it is deemed necessary.

An additional intervention plan may be implemented whereby learners can work through a programme at their own pace but under the supervision of the Learning Support Coach.

Learning Support can be started at any point during a learning journey, though in most cases it is anticipated that it will be identified at the start of the learner's journey.

Not all learners with a learning difficulty will need ongoing additional support, some learners may need minor amendments to how resources are presented (such as coloured overlays and text changes) whereas others may need ongoing additional support from Tutors / Learning Development Coaches and the Learning Support Coach.

Where additional funding is required to meet a specific and significant need the appropriate Manager will oversee and authorise the associated claim process.

Exceptional Learning Support

There may be learners with significant needs that will be unable to undertake training without a significant amount of specialist support that is likely to exceed the basic funding available. For these learners it is possible to apply for significant extra funding to meet these costs.

The funding available will enable MI to support learners with a range of difficulties to enable them to commence training successfully.



Support could consist of:

- 1-1 time with a Learning Support Coach (start and end date to be agreed).
- Intervention plans.
- Access arrangements.
- Study skills sessions.
- Extra time with a tutor/coach.
- Extra time to complete learning objectives.
- Help with reading / processing information.
- Help to develop strategies to support themselves.

For Learners with Education Health Care Plans (EHCP) support will (where possible) reflect what is required in the EHCP. This will be agreed beforehand with the learner, the local authority and Remit.

Annual reviews will be carried out to support and maintain the EHCP, as well as regular non statutory reviews of progress.

Responsibilities

Overall strategic management of the Special Educational Needs and Disability Learning Support Policy is the responsibility of the Learning Support Lead.

Tutors / Learning Development Coaches are responsible for providing support to their learners by delivering teaching sessions in an inclusive way, enabling all learners to access the sessions. Emerging difficulties should be supported by the Tutor/Learning Development Coach and specific strategies to support the learner with those difficulties should be employed through the Individual Learning Plan. Evidence should also be gathered of the learner's difficulties, and the support that has been put into place, should referral to the Learning Support Coach be necessary.

Learners are responsible for providing details of difficulties they have had / are having and any support they have previously received. They are also responsible for attending and engaging with Learning Support sessions and any intervention programmes implemented. Learners may need to attend face-to-face assessments to enable MI to further investigate difficulties or assess eligibility for access arrangements.

Training

MI is committed to ensuring that colleagues are appropriately trained and that teaching practice / strategies are inclusive. A commitment is made to ensuring that colleagues are aware of their responsibilities and can integrate inclusive learning into their own delivery. MI will provide information for colleagues in a range of media and will ensure that training is available on a regular basis.

Experience of the Learning Support Coach is extensive, and they are undertaking specialist training in order to increase knowledge of, and experience of working with the following learner difficulties,

- Dyslexia.
- Dyspraxia.
- Dyscalculia.
- Autism.



- ADHD/ADD.
- General Learning Difficulties.
- Hearing Impairments.
- Significant Learning Difficulties.
- Physical difficulties.
- Social, emotional, and mental health difficulties.

Reasonable Adjustments

For some young people with a disability, it may be appropriate to make reasonable adjustments to prevent them being placed at a substantial disadvantage in comparison with a learner with no disability.

In general, access arrangements and reasonable adjustments enable learners with disabilities, special educational needs or temporary injuries, to access examinations and demonstrate their knowledge and skills on an equal playing field. MI are responsible for ensuring approved access arrangements are put in place for internal assessments / tests, examinations and external examinations / assessments for those learners who have been identified, and for those learners for whom it is their normal way of working. (This policy and procedure are still to be developed).

Monitoring and Reporting

Additional learning support will be regularly reviewed and evaluated with learners. This will be done by:

- Talking to learners / learner feedback.
- Looking at objectives set, and the progress being made to achieve them.
- Baselining any interventions and ensuring that progress is being made.
- Reviewing Learning support plans.
- Observation.
- Work scrutiny.

All of the above will be used to conduct a monthly Learning Support Review, carried out by the Learning Support Lead, on a monthly basis. This will also be used to assess whether or not funding should be claimed on a month by month basis.

Every 3 months there will also be a Learning Support Review held with the learner by the Learning Support Lead in order to assess their perceived progress and address any issues they may have.

Process:



Identifying additional learning needs:

During onboarding:

- Learner may declare a need

Once course has started:

- Learner may declare a need
- Learner notifies you of issues such as:
 - Taking longer than others to complete work
 - Taking longer than others to read information
 - Taking longer than other to write answers
 - Struggling with functional skills

Process:

- Complete Learning Support Referral Form
- Send to Learning Support
- Learning support will complete Learner Support Screening Tool
- Liaison with LDC
- Learning Support plan
- Learning Support sessions
- Continuing liaison with LDC



Supporting documents:

Learning Support Referral Form
Learning Support Screening Tool
Learning Support Plan Template
Process map

Version Information

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