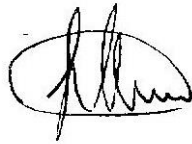


Time2Train Ltd

Additional Support Procedure

Signed:



Director: John Young

Date: 26/04/2023

Next review Date: 26/04/2024

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POLICY STATEMENT

Time2Train is committed to providing an inclusive learning environment where learning, achievement and progression are accessible for everyone. The delivery of additional learning support will encourage access and progression based on the individual needs of all students including, where appropriate the inclusion and support of students with a variety of disabilities and special requirements.

Time2Train welcomes the Equality Act 2010 (encompassing the Special Educational Needs and Disability Act 2001 and the Duty to Promote Disability 2005 and more) and will make reasonable adjustments to all aspects of Time2Train to avoid any disadvantage to any potential or enrolled learner. This policy supplements the Equality, Diversity and Inclusion Policy.

Through our emphasis on personalised learning we aim to make sure that each learner's needs are addressed and that they are supported to achieve and progress. We are committed to ensuring that all learners make progress irrespective of their level of need and the barriers they may encounter. Supportive working relationships with guardians and close involvement of learners and young people in all aspects of their learning help us to deliver the best opportunities for the future.

AIMS OF ADDITIONAL LEARNING SUPPORT

- To anticipate the individual needs of apprentices, providing reasonable adjustments and promoting non-discriminatory practices across the function of the organisation
- To provide a range of services and auxiliary aids to meet the needs of learners, and potential learners, who have a learning difficulty and/or a disability that may affect their ability to access provision.
- To ensure that all our learners reach their potential

INSPIRE, PROVIDE AND SUPPORT ACHIEVEMENT

- To provide an environment that encourages co-operation and understanding as well as fostering ambition and excitement for learning

BASIC PRINCIPLES OF ALLOCATION OF ALS FUNDED SUPPORT:

- ALS funding is finite
- All learners should have equitable access to support
- Funding is used for support to ensure the learner is successful on their course Not all disabled learners or learners with learning difficulties will require funded support. Support needs for a majority of disabled learners and learners with learning difficulties can be met through enrolment on the correct course, differentiation managed by the teacher/tutor and appropriate reasonable adjustments.

IN RESPECT OF LEARNERS WHO HAVE A LEARNING DIFFICULTY OR A DISABILITY.

Time2Train will make reasonable adjustments for all learners and offer support and/or specialists resources, and/or make special examination arrangements for a range of difficulties/ disabilities including but not limited to: -

- Dyslexia / Dyspraxia
- Sensory or Physical disabilities
- Learning Difficulties
- Mental Health difficulties
- Medical Difficulties

TIME2TRAIN PROMISES TO LEARNERS

We will:

- Contact learners by letter within 2 weeks of disclosure of a disability, learning difficulty or additional learning need on an application or enrolment form
- Support the Initial Assessment of all fulltime learners within 2 weeks of commencement of their course
- Respond by email to online referral from a teacher/tutor within one week to advise of action to be taken
- Book (dependent on learner availability) additional needs interview within 2 weeks of online referral, access to exam assessment
- Have enabling technology (e.g. laptops) in place and training of learner completed within 2 weeks of recommendation following assessment or additional needs interview

INSPIRE, PROVIDE AND SUPPORT ACHIEVEMENT

- Dependent on individual needs of learner and in line with company guidelines for allocation of support, support will be provided in a timely manner (time frame will be dependent on individual learner and support required)
- Complete Individual Support Plans and records for all learners and review targets for all supported learners bi-monthly
- Provide all learners receiving additional support with accessible information explaining how the support works
- Sign a Learner Agreement with all learners receiving additional support
- Monitor and report on the impact of additional support on learner retention and success rates as a part of Time2Train SAR process.

TYPES OF SUPPORT AVAILABLE FROM TIME2TRAIN

- Staff with a broad range of experience and expertise in a diverse range of disabilities, learning difficulties and additional support needs
- Assessments and Initial Assessment for dyslexia
- Assessments for Access to Examination Arrangements
- Additional Needs Interviews
- Support during pre-course assessments
- Support in exams
- Enabling technology including laptops, software, digital voice recorders etc
- Small group specialist study skills support
- Communication Support Workers
- Adapted teaching and learning materials including material in Braille and on tape according to needs
- Advocacy and coaching support
- Initial Advice and Guidance at Open Evenings and events
- Referrals to coaching to learn and counselling services
- Learners with Disabilities Group
- Awareness raising for staff and learners

MONITORING PROCESS

This Policy will be reviewed annually as part of the Self-Assessment Process and feedback will be sought from staff and learners to determine its effectiveness and appropriateness. It may be amended as necessary to respond to new legislation, funding restrictions or feedback received.

Key indicators of the effectiveness of this policy include:

- The level of success in achieving ALS targets
- The success rate and level of progress made by learners with additional learning needs in their main areas of study
- The responses from end-of-year evaluations and consultations
- The response time for the allocation of support
- The extent to which learners with additional learning needs are fully included in all aspects of the curriculum
- The extent to which learners with needs are satisfied with Time2Train provision.

EQUALITY, DIVERSITY AND INCLUSION

Time2Train has a strong commitment to equality, diversity and inclusion as laid down in our Equality, Diversity and Inclusion Policy. Time2Train aims, in its learning and administration to promote equality, diversity, Inclusion and freedom from discrimination.

The delivery of additional learning support will encourage access and progression based on the individual needs of all students including, where appropriate the inclusion and support of students with a variety of disabilities and special requirements.

Learning programmes will not be discriminatory and will challenge stereotyping and bias.

COMPLAINTS PROCEDURES

Our policy is to make sure that every opportunity is made available for parents/guardians and key workers to air any concerns they may have as soon as possible. We consider that our company has an 'open door' policy which allows for guardians and staff to work together to support learners and young people's learning. However, there may be times when guardians remain unhappy with the nature of the provision available to their learner. In this case we ask guardians to follow this procedure:

- discuss any concerns with the tutor and the ALS coordinator.

If the guardians remain unhappy:

- Concerns should be raised with the Learning Services Manager. Contact will be organised through the reception.
- If the complaint remains:

INSPIRE, PROVIDE AND SUPPORT ACHIEVEMENT

- The complainant will be asked to follow Time2Train's complaints procedure.

We expect all members of staff to handle complaints concerning Additional Learning Support sensitively and listen and respond to guardians appropriately.

RELATED POLICIES

Time2Train Equality, Diversity and Inclusion policy